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ABSTRACT

This orientation package provides an overview of all of the components of a comprehensive approach to guidance, counseling, and placement. The competencies related to each of the components are included in the package. The goal for the orientation module is for the participant to understand what the comprehensive approach to guidance, counseling, and placement is; what its advantages are; how competency-based training is related to using this approach; and how to determine what training is relevant to the participant. Sections of this module deal with planning, structuring, and implementing guidance programs; making decisions based on program costs and impact; and developing staff competencies for the comprehensive approach to guidance. (SJL)

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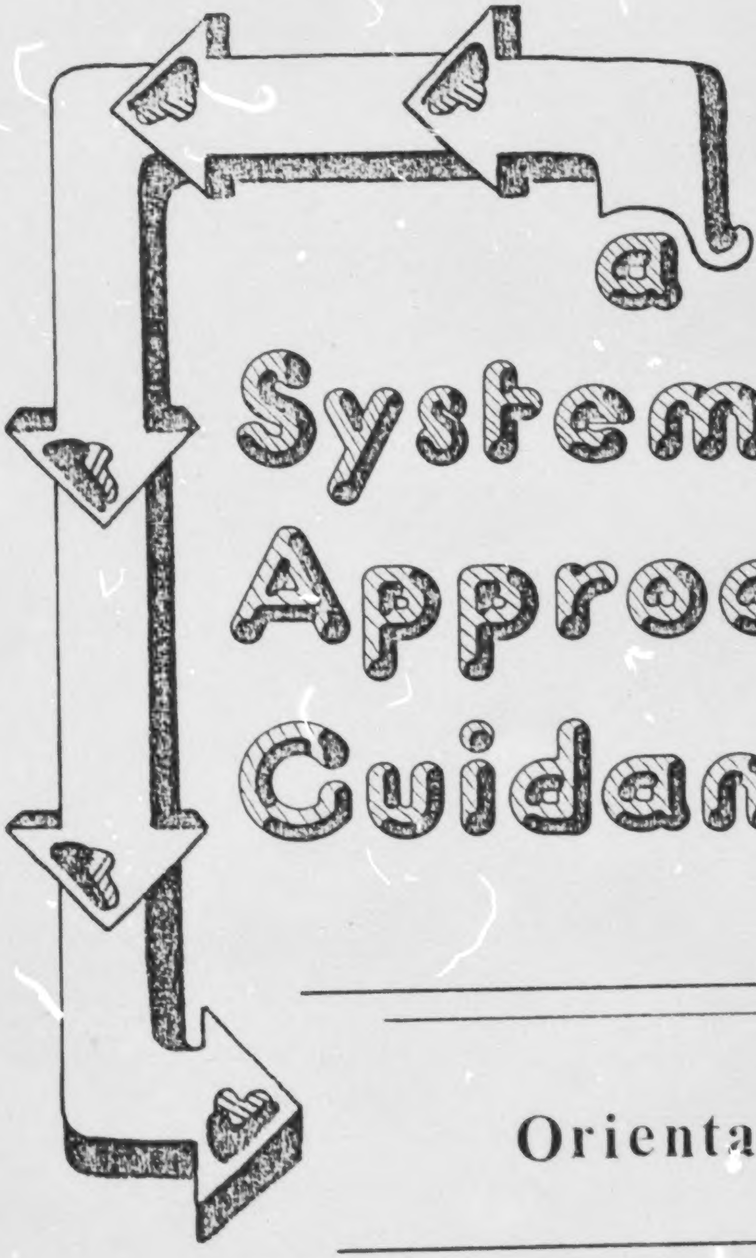

a Systematic Approach to Guidance

Orientation

2

AN ESEA TITLE III PROJECT

A COMPETENCY-BASED STAFF DEVELOPMENT TRAINING PACKAGE

MESA PUBLIC SCHOOLS))) DR. GEORGE N. SMITH, SUPERINTENDENT

CG 010 612

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FOREWORD

This module was developed as one of eight dissemination packages which were being prepared under an E.S.E.A. Title III project. The Mesa Public Schools worked in concert with the American Institutes for Research (AIR) in this Title III project.

It should be noted that what is being presented here is information on Mesa's on-going long-range project in career guidance, counseling, placement and follow-up; funded not only by Title III but also by Vocational Education Part D Exemplary and District funds. A key element of this project has been the designing, field testing and final production of staff development training packages.

The specific participation of E.S.E.A. Title III comprises an integral part of the total process for orienting counseling services toward specific student outcomes in an accountability model. Title III is housed in the Arizona Department of Education under Carolyn Warner, Superintendent of Public Instruction. The Title III staff was directed by Fred J. Sughrue and the consultants assigned to this project were Jewell Sisemore, the Assistant Director of Title III, and Jesse Udall, Education Program Specialist.

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ORIENTATION

INTRODUCTION

OVERVIEW

This "Module" is part of a package which includes the following:

- Tape-slide introduction
- Flowchart of the comprehensive approach
- Package goal and objectives
- Instructional materials (module)
- Progress checks
- Group activities
- Simulation
- Application procedures
- Pre and Post-Assessments
- Further references

Packages are designed so that you may work at your own pace but should not take over 20 hours to complete.

The module itself contains the flow chart of the comprehensive approach, the package goal and objectives, instructional materials, and progress checks and group activities. The flowchart which follows defines the four major phases of the comprehensive approach to guidance, counseling, and placement and how they relate to each other.

The preceding diagram illustrates the parts of the comprehensive approach you will be learning about in these staff development packages. Each of the packages helps the reader to develop one or more of the competencies listed. This orientation package gives an overview of all of the components of the approach and their related competencies. The general purpose of this orientation module and the specific outcomes that you should achieve through it are summarized below through the goal statement and package objectives.

MODULE GOAL

When you have completed the readings and activities of this package you will understand what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training, if any, is relevant to you.

MODULE OBJECTIVES

When you have successfully completed this orientation module, you will be able to:

Page		
Entire Document	1.	List the four parts of the comprehensive approach to guidance, counseling and placement described in this module, define each briefly, and state the purpose of each.
15-20	2.	Define three current problems in guidance, counseling, and placement to which this comprehensive approach is addressed.
20-22	3.	List and briefly define four other approaches to guidance, counseling, and placement, and two disadvantages of each compared to the comprehensive approach.

26-28 4. Define the terms "career," "counseling," "guidance," "placement," and "career education" as they are used in this document.

30 5. In a brief paragraph explain how the comprehensive approach responds directly to youth needs.

33-71 6. Using your own program as a case study, write a plan which describes the development of a career guidance, counseling, and placement program, illustrating the application of the first three steps of the comprehensive approach. Include for the planning structuring and implementing phases:

a) A list of the activities of each phase.
b) A one or two sentence explanation of what would be required to carry out each activity.

33-71 7. List the formative evaluation step associated with each major part of the comprehensive approach and write two or three sentences which describe the data and the type of decision each step facilitates.

74-77 8. Write a paragraph defining the nature and purpose of product evaluation and how it contributes to making decisions.

77-80 9. Write a brief paragraph defining the nature and purpose of cost-effectiveness, cost-efficiency, and cost-benefit studies, including how they contribute to making decisions.

83-85 10. List three important staff competencies related to each of the four main components of the comprehensive approach.

Post-test 11. Specify what relevant competencies you and the people working in your program presently have and what ones you need to develop to make effective use of the comprehensive approach.

MODULE OUTLINE

Approximate Time	Activity
1 hour	Introduction. You take and score the pre-assessment instrument and view a tape-slide presentation. Next, you examine the flow-chart for understanding of the relationship of this module to the overall comprehensive program and series of packages. Finally, you are presented with the module outline which shows approximate timelines.
30 minutes	Rationale. You are presented with reasons the module was produced and the purposes it hopes to serve. Progress checks and group activities are provided to assist you in attaining the skills and understanding outlined in the module.
7 hours	In-Depth Study. You extend your knowledge through study of the body of the package, group activities, and interested areas from the references section.
30 minutes	Simulation. This activity gives you a chance to practice what you have learned in the reading.
1 hour	Application. In this activity you experience the application of the skills you have gained.
2 hours	Post Assessment. Here is where you demonstrate that you have achieved the objectives of the module.

PRE-ASSESSMENT

The questions on the following pages are designed to give you an idea of the instructional content of this module so you may determine: 1) whether you wish to continue working on the module; and 2) whether you want to skip certain sections of it. Each question relates to the module objective of the same number. The pages of the text that present the information required to answer the questions are indicated after each question.

Try to answer each question and check your work using the answer key provided. Then, if you feel the module of certain sections of it will be of benefit to you, continue with the tape-slide presentation.

1. The four major components of a comprehensive approach to guidance, counseling, and placement are shown below in column A. The descriptions of each of these areas are listed in column B. Match the components with the correct description. (Entire Document)

Column A

____________ Planning

____________ Structuring

____________ Implementing

____________ Decision Making

Column B

A. This component should spell out process objectives and implementation strategies, select and develop program staff, conduct field tests, implement full scale programs, and include process evaluation.

B. This component should specify which programs will be implemented first, who will receive them, refine performance objectives to make them measurable and relate them to specific programs, assess all possible procedures and resources, select and structure appropriate and feasible procedures, consider alternative modes, and include input evaluation.

C. This component should measure the products of the program (both expected and unexpected outcomes), the cost, and produce cost-effectiveness, cost-efficiency, and cost-benefit analysis based on these sets of data. On the basis of these, decisions regarding the continuance and/or modification of programs should be made.

D. This component should define the philosophy, purposes, and target groups of the program in a broad way, assess the current context, assess desired outcomes, produce program goal statements and performance objectives, and include context evaluation.

2. Current programs in guidance, counseling, and placement are often plagued with an array of difficulties. Listed in Column A below are three difficulties often encountered in such programs. In Column B are descriptions of these difficulties which you are to match with the correct title in Column A. (pp. 15-20)

Column A

- ________ The Maintenance Syndrome
- ________ Crisis Counseling
- ________ Inadequate Student Understanding

Column B

A. This also relates to time shortages, as counselors are forced to repond to immediate problems that crop up, and are thus able to deal only in remedies, failing to touch the main body of students with any prevention counseling. Thus students are not helped to develop problem-solving skills that would help them avoid crises in the first place, and the program fails to touch most students at all.

B. Guidance can and should relate directly to students' defining and achieving of life goals, but often they are never taught the the relationship between present studies and planning and their future. Lack of such integration leads to disinterest in course work, early dropouts, and poor employability, and can be avoided when students are provided with meaningful "career" education.

C. Counselors are often overburdened with various tasks, and end up merely trying to keep their heads above water, lacking time to plan and evaluate adequately. As a result students may see counselors only about such routine matters as changing classes or schedule cards.

3. Listed below are four alternative approaches to a guidance program along with two disadvantages of each. Place beside each set of disadvantage the approach you think best fits the drawbacks. (pp. 20-22)

1. Possible individual biases.
___________ 2. Lack of adequate student input.

1. Drain on staff.
___________ 2. Failure to teach problem-solving techniques that can prevent many crises.

1. Lack of accountability.
___________ 2. Lack of concrete knowledge about what individual procedures and strategies accomplish.

1. Lack of concern with ends.
___________ 2. Insufficient planning or evaluation.

A. Action Approach
B. Intuitive Approach
C. Crisis Approach
D. Non-Evaluative Approach

4. Define in one or two sentences each of the following terms as they are used in the module: (pp. 26-28)

Career:

Counseling:

Guidance:

Placement and Follow-up:

Career Education:

5. When completed, the paragraph below explains how the comprehensive approach responds directly to youth needs. In the blank spaces below, supply the key words needed to make the statements correct. (p. 30)

One of the key features of the comprehensive approach to guidance, counseling, and placement is its direct responsiveness to ____________________ (A). First, it begins with a, ____________________ (B) based on youth's perceptions, and flows directly from this to a definition of programs. Second, this definition is cast in terms of ____________________ (C) usually relating directly to student outcomes. Finally, ____________________ (D) assesses results in terms of these student outcomes, and thus modifications continually respond to the program's successes and failures with students. Their needs and the ____________________ (E) they achieve relative to their needs are the touchstone for the entire approach.

6. Listed in Column A below are three phases of a comprehensive approach to guidance. In Column B are various activities related to these phases. Place the letter of each activity in the appropriate blank beside the phase. (pp. 33-71)

Column A

____________________ Planning

____________________ Structuring

____________________ Implementing

Column B

A. Choosing Alternative Modes
B. Implementing Programs
C. Developing Goal Statements and Student Performance Objectives
D. Conducting Field Tests
E. Assessing Desired Outcomes
F. Selecting and Structuring Feasible Procedures
G. Selecting and Developing Program Staff
H. Selecting Appropriate Procedures
I. Assessing Current Contexts
J. Stating Process Objectives
K. Investigating Possible Procedures
L. Defining Philosophy, Purposes, and Target Groups
M. Specifying Immediate Program Participants and Objectives

7. Evaluation is important to each of the three phases listed in #6. For each phase identify the correct type of evaluation that relates to it. (pp. 33-71)

_______________ Planning

_______________ Structuring

_______________ Implementing

A. Context
B. Process
C. Input

8. The type of evaluation that involves measuring the success a program has had in achieving its goals is called _______________ evaluation. (pp. 74-77)

9. For the terms in column A, supply the appropriate definition from column B. (pp. 77-80)

Column A

__________ Cost effective

__________ Cost efficient

__________ Cost benefit

Column B

A. Looks at costs and outcomes in terms of larger individual, system, and societal needs and objectives, stressing abstract values, trends, and projections not always closely tied to empirical data.
B. Determines how much programs cost, and these costs can then be measured against product evaluation to determine whether they are producing desired outcomes at desired levels of expense.
C. Measures the relative cost effectiveness of different programs or individual strategies within programs.

10. In item number 6, the first three phases of a comprehensive guidance program and the related activities (staff competencies) were shown. Now, name the fourth phase of a comprehensive guidance program and name two activities (competencies) that you think would occur in this phase. (pp. 74-80)

Phase

____

Activities

A. ____________________________

B. ____________________________

11. No assessment item.

ANSWER KEY

1. B, D, C, A

2. C, A, B

3. B, C, D, A

4. Career: Virtually synonymous with life, and includes six categories: occupation, education, personal and social behavior, learning how to learn, social responsibility, and leisure time.

   Counseling: An interpersonal procedure providing one alternative for helping youth, conducted on an individual or group basis.

   Guidance: A generic term which includes the total content and process of programs aimed at helping youth, with emphasis on helping each student to be a problem solver in each career area.

   Placement and Follow-up: An integral part of comprehensive career guidance, available in all areas of careers, which stresses aid in making transitions in general as well as in occupational areas.

   Career Education: A combination of career guidance and career instruction and training, using career in the broad sense defined above.

5. A - youth needs; B - needs assessment; C - performance objectives; D - evaluation; E - outcomes.

6. Planning - C, E, I, L
   Structuring - A, F, H, K, M
   Implementing - B, D, G, J

7. A, C, B

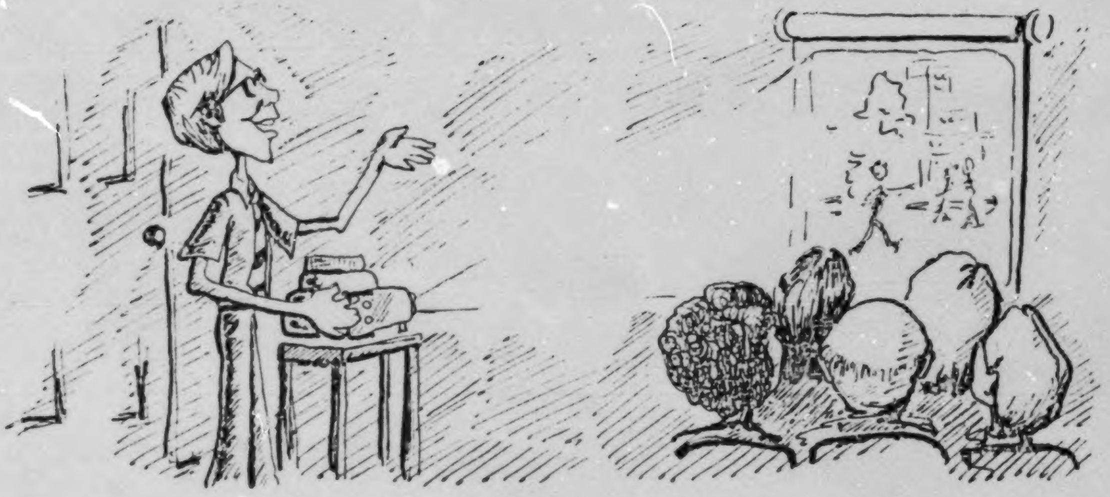
8. product

9. B, C, A

10. Phase - Decision Making or Evaluation.

Activities - any two of the following:

1) Design, conduct, and report product evaluation; 2) Determine costs, relate costs to effects, and summarize and display cost-effectiveness ratios; 3) Design, conduct, and report studies that identify the most cost-efficient procedures and programs; 4) Design, conduct and report cost-benefit studies; 5) Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and their rationale.



AUDIO VISUAL INTRODUCTION

This orientation package includes an audio cassette and slides which form an introduction to the entire Mesa Public Schools and American Institutes for Research staff development series dealing with guidance, counseling, and placement programs.

We suggest that you and any other individuals who are considering working on this package first take a few minutes to view and hear this presentation.

The tape is playable on any cassette recorder. The slides are also standard and numbered in the order of appearance. An audio cue ("beep") indicates the points at which you are to advance to the next slide. Begin with the title slide in the projector gate.

In the event the tape-slide is not available, you may read through the tape-slide script which is located in Appendix B. This will give you a quick overview of the contents of the module.

EDUCATION: THE TROUBLED STATUS QUO

There are now approximately thirty-four million students in our country's public school system. Never before in the history of man have so much time, energy, and resources been invested in the education of young people. And never before have such high expectations been placed upon an institution of society as those placed upon formal education.

Historically, few investments have paid off more handsomely, both in human and financial terms, than has our educational system. It has served as the support system of a highly complex, interdependent, technological society.

Despite its performance and potential, public education today is the target of a vast amount of criticism and negative comment. And indeed there are many indications that this very important component of society is in serious trouble:

1. Vandalism, arson, and malicious mischief, perpetuated primarily by students, has become the major source of loss to school properties.
2. In excess of 800,000 students will drop out of school each year in this country. There has been no detectable decrease in our dropout rate since 1962. Another approximately one million are listed as "unaccounted for" and remain outside... many presumably have never attended school.

education's problems

3. Drug abuse continues to be a dramatic and important problem. Doctors, educators and drug abuse authorities state that as many as 35% of students are into the "drug scene," most with marijuana. This means that over 6 million students are taking drugs illegally.
4. Militancy and other manifestations of dissatisfaction have become at least one, if not the, most prominent characteristic of our teaching profession.

This incomplete list of education's ills is not designed to suggest that there is nothing good about the system, but rather to indicate that it does have major problems in need of solution. A wide range of treatments is currently being developed, including reforms in Basic Education, the Humanities, in Science, and in Social Studies. But perhaps the most pressure is being exerted upon school personnel who have guidance, counseling, and placement functions. Students, parents, and often school staff look to these people for solutions to interpersonal and intrapersonal conflicts, for help with educational and vocational problems, and often for a host of administrative functions as well.

THE DILEMMA OF GUIDANCE, COUNSELING AND PLACEMENT PERSONNEL

Very seldom are guidance, counseling and placement personnel able to respond effectively to the crush of demands made upon them. The following three statements, made by high school students, highlight some of the difficulties typically faced by such personnel.

"All my counselor has ever done for me is to change my schedule and fix my computer registration cards."

The first statement illustrates the problem that can be called "the maintenance syndrome." A counselor can easily spend all his time dealing with routine but pressing tasks. His schedule becomes so filled with them that no time is left to adequately plan a guidance program, let alone properly carry it out and evaluate it. The lack of planning time often leads to poorly implemented guidance programs organized on the basis,of hunches and intuition. Only by chance, if at all, do they address and fill the needs of even a small portion of the youth they serve. Even when these guidance programs are evaluated, a rare occurrence, the focus of such evaluation is not usually upon changes in the behavior of students. Actual behavior changes indicating the resolution of a student's needs must be the ultimate success criterion of a guidance program. A

maintenance syndrome

A satisfactory guidance system is organized in a manner which makes it possible to obtain formative evaluation data that identify which elements of that program need improvements and which are functioning adequately. Without this formative evaluation data, little progress can be made toward meeting student needs more effectively.

"My counselor only has time to see students who get in trouble. I've talked to him only once in almost two years."

Counselors who have time only for problem students are forced into a "crisis orientation" to guidance. They attempt to solve a student's problems only after these problems have become critical. By providing only remedial attention to students with obvious difficulties, they fail to deal with the development of the majority of students whose needs are equally legitimate, if less salient. Limiting guidance services to small numbers of students or restricting counseling to periods of crisis in an individual student's life prevents placing primary emphasis on developing students' personal problem-solving skills related to individual planning, goal selection, and self-management.

crisis orientation

Without these skills, few students are able to solve personal problems without help, and the number of crises increases. The chance that they can expect to achieve successful, productive, and satisfying lives focused on personal goals diminishes. In essence, a crisis-oriented guidance program fails to address the basic needs of most youth.

"Why should I study English?
I want to be an engineer,
not a poet."

When guidance activities are isolated from the regular instructional process in the classroom, students often fail to see that their school studies can be related to achieving their life goals. Because of this "isolation" students become bored with school subjects. They often react by marking time until they can drop out of school -- and join a labor market that has few opportunities for the unskilled. A major task of a guidance, counseling, and placement system is to help develop and explain the functional relationships between education and the worlds of further education and work, so that students can comprehend the

isolation

importance of the skills and knowledge they are acquiring in each of their classes. This integration and communication is difficult to achieve when the counselor is a figure in a remote office and does not participate with the teacher in the task of educating youth.

Student statements such as the ones above are serious indictments of guidance, counseling, and placement programs and systems characteristic of today's schools. Sometimes such programs suffer from faulty planning, allowing programs to emerge without a clear set of goals and objectives based upon the important needs of most of the youth; sometimes the structuring of such programs fails to specify target groups and immediate objectives, and to select appropriate, feasible procedures. Often the implementation phase falters because staff members lack certain required competencies, and at times programs have not built in decision-making procedures based on product evaluation which will suggest future directions and re-direct a program which goes off-course.

causes for the problems-

four areas for improvement

ALTERNATIVE APPROACHES TO PROGRAM DEVELOPMENT

The Audio-Visual introduction you watched, and the diagram on page 2 of this module, outlined the important principles and parts of the comprehensive approach to counseling, guidance, and placement. A number of other approaches have been used in order to meet the needs reflected by the student statements cited in the previous section. Unfortunately, some of these approaches create

weak approaches

as many problems as they solve, and have attracted the strong criticism which is currently heaped upon counseling, guidance, and placement programs. What are some of these approaches?

The Intuitive Approach is often reflected by programs based upon the hunches or intuition of a dominant member of the department. This individual may well have a good sense of the needs of students, but his intuitions don't necessarily keep pace with changes in student needs. Furthermore, if he leaves the department, it finds itself without a central direction and may continue to depend on the hunches of those less skilled. At best it is a most indirect approach to building a program responsive to students.

intuitive approach

The Crisis Approach is one in which students receive help only when their problem has developed into an emergency. Some counseling personnel thrive in this hectic atmosphere while others can't stand the emotional wear and tear. But, more importantly, a crisis atmosphere is not always the best climate in which a young person can make rational decisions. Such an approach drains too much time and energy from the staff to allow them to give attention to developmental programs which could prevent a number of the crises which confront them.

crisis approach

The Non-Evaluative Approach supplies all the necessary ingredients of a successful program but evaluation. Often the rationale offered is, "We're too busy to evaluate." Thus, while the rest of the program may be firmly based on

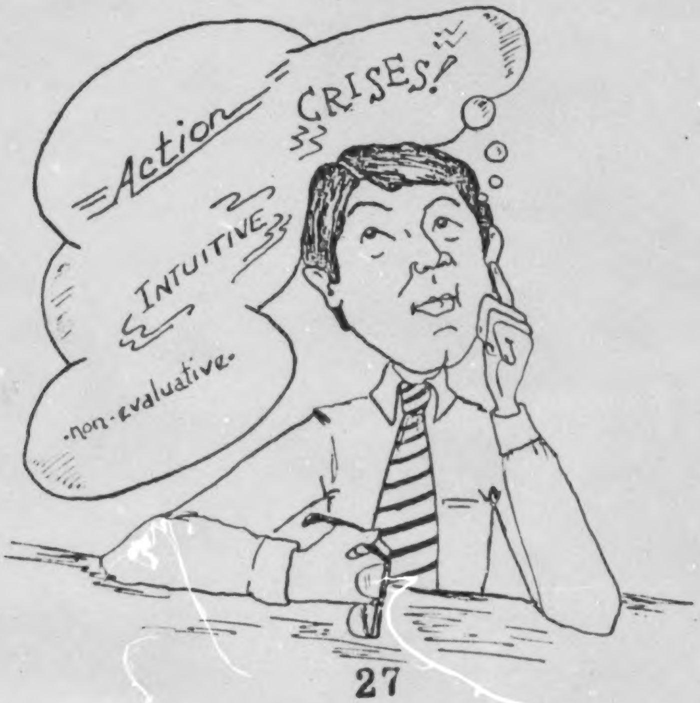
non-evaluative approach

data, the evaluation consists of hunches that "The kids seem happier," or "Things seem to be going more smoothly." The lack of real evaluation makes for a gap in the continuing planning process and also makes it difficult for such a program to claim that accountability is one of its features.

The Action Approach is often characterized by more of a concern with means rather than ends. Thus, innovations, be they drug crisis centers, a new use of the inquiry technique or a student town hall, may be eagerly established without sufficient planning or evaluation.

action approach

While each of these approaches does have some beneficial aspects, a more comprehensive approach, as outlined on page 2 and detailed in the following section, may be able to capitalize upon the good points but eliminate some of the negative features which have been mentioned.



PROGRESS CHECK

1. The following terms relate to patterns into which guidance programs sometimes fall. By each one, write a brief phrase that describes that pattern. Then indicate to what extent each pattern is in evidence in your setting (for example, your school or district).

A. Maintenance Syndrome: ______________________________

____

____

____

___ Very much in evidence
___ Somewhat in evidence
___ Very little in evidence
___ Not at all in evidence

B. Crisis Orientation: ______________________________

____

____

____

___ Very much in evidence
___ Somewhat in evidence
___ Very little in evidence
___ Not at all in evidence

C. Isolated Guidance: ______________________________

____

____

____

___ Very much in evidence
___ Somewhat in evidence
___ Very little in evidence
___ Not at all in evidence

2. The following terms name some of the approaches used in establishing guidance programs. For each, write a brief phrase defining that approach. Then indicate to what extent each approach is used in your setting.

A. Intuitive Approach: ____________________________________

____

____

____

___ Used extensively
___ Used somewhat
___ Used little
___ Not used

B. Crisis Approach: ____________________________________

____

____

____

___ Used extensively
___ Used somewhat
___ Used little
___ Not used

C. Non-evaluative Approach: ____________________________

____

____

____

___ Used extensively
___ Used somewhat
___ Used little
___ Not used

D. Action Approach: ____

____

____

____

___ Used extensively
___ Used somewhat
___ Used little
___ Not used

If you were not able to recall the definitions of the above terms, you may use the index below to quickly review the relevant pages of this booklet.

1.	A. Maintenance Syndrome:	pp. 17 & 18
	B. Crisis Orientation:	pp. 18 & 19
	C. Isolated Guidance:	pp. 19 & 20
2.	A. Intuitive Approach:	p. 21
	B. Crisis Approach:	p. 21
	C. Non-evaluative Approach:	pp. 21 & 22
	D. Action Approach:	p. 22

To double-check your feelings about how much these concepts relate to guidance programs in your setting, share your evaluations with a fellow administrator or teacher. Such discussion will be useful in leading you into one of the activities described later in this booklet: an examination of the philosophy or underlying assumptions of your guidance, counseling, and placement programs.

DEFINITIONS

A comprehensive approach to the development of guidance, counseling, and placement programs will take into account planning, structuring, implementing, and decision-making strategies and procedures. This package will describe in detail one such approach and summarize how you may apply it to your situation. First, it may be useful to define some of the terms frequently employed in this document.

This module's definitions of guidance, counseling, career, career education, and placement and follow-up contrast with traditional use of these terms. Guidance is the generic term. It includes instruction, counseling, placement, follow-up, evluation, and support procedures based on youth career planning and development needs. Guidance signifies the total content and process of programs aimed at helping students develop and protect their individuality and potential. This process aims at helping "each student be a problem solver" (planner, decision maker, implementer) in each career area. On the other hand, counseling is an interpersonal procedure providing one alternative for helping youth achieve guidance-related objectives. Here, counseling personnel (i.e., counselors, teachers, paraprofessionals, school psychologists, etc.) interact with students individually or in groups in order to facilitate youth career planning and development. If these terms are defined at all in conventional guidance programs,

guidance

the word guidance often has negative connotations (including authoritarian advice giving and prescriptions of problem solutions), is given a very limited conceptualization, or is not clearly differentiated from the term counseling.

career - six areas

The term career programs is also used in this package. The concept of career encompasses a variety of possible patterns of personal choice related to each individual's total life style. Thus, a comprehensive career guidance program assists youth to set life or "career" goals in these areas:

1. Occupations
2. Education
3. Personal and social behavior
4. Learning how to learn
5. Social responsibility (i.e., citizenship) development
6. Leisure time activities

Conventional guidance programs often limit the definition of career to only educational and vocational choices.

career education

This broad definition of career leads to a concept of career education which encompasses all areas of youth development. This orientation allows and encourages the fulfillment of a broad range of youth needs; it is contrasted to conventional systems in which priority attention is directed only toward preparing youth for their future educational and vocational experiences, therefore reflecting a limited and fragmented view of youth development. Career education provides instruction and individual planning and development assistance tailored to each youth's personal characteristics, background, needs, and career goals. Career education, therefore, is a combination of career guidance and career instruction and training, using career in the broad sense just defined.

placement and follow-up

In this staff development series, placement and follow-up are considered to be integral parts of a set of comprehensive career guidance services. They should provide assistance whenever youth make a transition in school (e.g., from one academic level to another) or upon leaving school (e.g., early leaving or graduation), as well as in the post-school job world. In addition, follow-up services should include data collection on students who have received placement assistance, and appropriate help to assure that youth maintain the career development progression that was in effect before they were placed.

PROGRESS CHECK

1. While this booklet's definitions of the following terms may vary from the definitions you have previously heard, they will be used consistently in all the staff development packages and sample materials. Check whether you have remembered these definitions by jotting down an identifying phrase next to each word;

   A. Guidance: ______________________________

   B. Counseling: ______________________________

   C. Career: ______________________________

   D. Career education: ______________________________

   E. Placement and follow-up: ______________________________

   ____

You may check your definitions by referring to the following pages:

A. Guidance: p. 26
B. Counseling: p. 26
C. Career: p. 27
D. Career education: pp 27 & 28
E. Placement and follow-up: p. 28

CHARACTERISTICS OF A COMPREHENSIVE PROGRAM

Before explaining in detail a suggested planning, structuring, implementing, and decision-making approach, let us look at what would define such an integrated guidance, counseling, and placement program.

It employs a systematic planning model and related process that is derived from the scientific method and aimed at the development, implementation, evaluation, and revision of guidance programs. It features a process in which each phase provides feedback to preceding phases or input to subsequent planning activities. This assures that the genuine guidance needs of youth will be met in the order of their importance. The systematic planning approach contrasts with typical guidance programs, in which certain important phases (such as evaluation) are often omitted, or others (such as implementation) are overemphasized.

systematic planning model

The set of programs itself is systematic; that is, each part is interrelated and interacts with the others. For example, placement and follow-up programs are often poorly integrated with career planning and development programs. This interrelationship not only should exist, it should be

full integration of various programs

extensive, committed to paper, and accompanied by a rationale. Without such a statement it is difficult to understand either the derivation of each guidance program or why certain programs have been assigned a high priority.

A comprehensive program focuses on the needs and characteristics of youth. This youth-based orientation to guidance, counseling, and placement means the program assesses needs of youth and translates them into measurable objectives. It is upon these needs and objectives that priorities for the design, structuring, implementation, and decision-making of all guidance interventions are based. In contrast, conventional guidance approaches often emphasize means rather than ends, never systematically determining the needs of the youth served. They perpetuate and expand the current system whether or not it has been shown that the system is doing a good job of helping youth.

youth-based focus

It is comprehensive in that it includes both a developmental phase to prevent possible problems and a prescriptive phase to alleviate already existent problems. Interventions may be either direct or indirect. Additionally, comprehensive guidance programs seek to give attention to long-range as well as immediate youth needs, and to all areas of behavior, not only to a youth's educational and vocational choices.

comprehensiveness

The program described above is an ideal one; not everyone will be in a position to start from scratch and design such a program. However, if the system described is one toward which you would like your school or district to move, this series of packages will help you to be able to do so. In the following four sections, aspects of a suggested comprehensive approach to developing each program are briefly summarized and illustrated. These aspects receive more detailed attention in other packages in this series.

PROGRESS CHECK

1. For the following characteristics of an "ideal" program indicate briefly the extent to which each applies to programs in your setting. Your notes will be helpful in the group activity that follows. If you are unsure of the definition of these characteristics, review the related page in this booklet.

   A. Systematic planning model and related process: (p. 29)

   B. Systematic program: (pp. 29 & 30)

   C. Youth-based orientation: (p. 30)

   D. Comprehensiveness: (p.30)

GROUP ACTIVITY

There seems to be a contradiction between the concept of individualized modules designed for a planner to go through on his own, and group activities. It may not be possible for you to gather other individuals who can serve in the roles suggested in the module's group activities, and if this is the case, simply skip them. But usually planners don't work in isolation, and the stimulation and cross-fertilization of ideas that can come from group discussions may be most valuable. Thus, if it is possible for you to gather other individuals with backgrounds and interests pertinent to planning guidance, counseling, and placement programs, they may make a significant contribution.

If possible, get together with one or more of your fellow planners/counselors for a discussion of the degree to which your program at present meets the standards of the "ideal" program. Depending on the number present, divide people into two opposing "camps." Assign one the role of "devil's advocate," and the other the role of defender of your program as it stands. See how many points of contention can be generated, asking the devil's advocates to find as much fault with your present program as possible, and the defenders to rebuff these points and defend the program. When the discussion tails off, reverse the roles and see whether the defenders can come up with additional faults. Jot down the main points of contention -- they should provide some interesting insights into areas that might be improved, very possibly through a comprehensive approach.

PLANNING GUIDANCE PROGRAMS

DEFINING PHILOSOPHY, PURPOSES AND TARGET GROUPS

The logical beginning point for programs is the consideration of their general purpose. This means not the specific outcomes of a program but the broad needs it will address. To cite an example of one approach to this step, Mesa Public Schools began by having discussions about the philosophy that should serve as the foundation of their guidance, counseling, and placement program. From this discussion six basic assumptions evolved:

defining a program's purpose

1. Guidance services must help develop and protect students' individuality
2. Guidance must help students become effective problem solvers -- decision makers, effective learners
3. Guidance services should be available to all students
4. The guidance procedure should be integrated with the education process
5. Guidance should be developmental as well as prescriptive or remedial
6. Counseling personnel must be able to evaluate their own effectiveness

Mesa's six assumptions

You may not necessarily agree with all of these assumptions; taking the time to generate your own, or those upon which counseling personnel in your setting can agree can be a valuable exercise, particularly in situations where means rather than ends are usually stressed.

staff knowledge plus needs assessment

An important contribution to this defining of underlying philosophy and basic assumptions can come from the needs assessment also. Once key personnel have had a chance to discuss their thinking, cross-fertilize each other's ideas, and hammer out some working principles, they may find it useful to measure these principles against the actual needs specified in the assessment. Thus, a desirable blending of staff member experience and knowledge and hard specific data may contribute to the definition of basic program assumptions and goals.

going from general to specific

From goals, one can move to a listing of the specific purposes of each program and to identifying key groups from the school and community which should be involved in planning in more detail each proposed program. At this stage one may even want to select representatives to participate in advisory panels for planning, implementing, and evaluating each program. Potential recipients of each program should be represented.

defining target groups

A part of defining the philosophy and goals of a program involves defining the target groups. One needs to identify the numbers and characteristics of youths who will be served by each program. The descriptions can include age, sex, ethnic group membership, socioeconomic background, ability range, and individual characteristics.

ASSESSING CURRENT STATUS

Program planners must consider both the desired outcomes and current status of students' development and career planning. The desired outcomes (discussed in more detail below) describe the direction in which students would like to go, while the current status determines where they are now. The discrepancies between students' desired outcomes and current status define how far they need to travel in order to get where they want to be.

relationship of current status and desired outcomes

Among the baseline data to be gathered are the following:

components of current status assessments

- the general characteristics of the context in which each program will operate. This might include figures on attendance, the incidence of major problems, physical characteristics of schools, and so forth.

context

- the current status of present guidance, counseling, and placement programs related to school system needs. This focuses upon the way that counseling personnel contribute to such processes as course registration, schoolyard supervisory duties, and other functions which may be directly related to the smooth functioning of schools, and less directly to high priority student desired outcomes.

system needs

- the current status of present guidance, counseling, and placement programs related to societal needs.

Existing programs may well have emanated from pressures from society, such as community pressures to help curb drug abuse, to prepare students for jobs in local industry, or from federal mandates or guidelines.

societal needs

- all objectives and activities that make up current guidance, counseling, and placement programs.

present program

Much of this information may be gathered from and by counseling personnel, based both upon their recall and the keeping of logs which reveal how much time they spend upon which tasks, and for what outcomes.

information from counselors

A more direct (and often more time-consuming) way of getting at current status is testing students themselves. This could include the use of survey tests of knowledge, situational tests of current behavioral abilities, and attitude inventories. One such measurement tool is an Occupational Knowledge Survey which assesses students' knowledge of: the world of work; occupational families; various occupations, including prerequisites for entering them, basic salary levels associated with them; and other factors. Data from current status assessments may be used in connection with desired student outcome assessment data to design guidance programs for specific student target groups.

information from students

It is convenient to organize the current status and desired outcomes of youth into six student-centered areas related to the definition of career which was earlier

areas to assess

cited. These six are:

1. Vocational planning
2. Educational planning
3. Learning how to learn
4. Personal and social development
5. Social responsibility
6. Leisure time use

It can be seen that "vocational planning" constitutes only part of the emphasis. "Educational planning" relates to the directions a student wishes to pursue in education apart from the educational requirements for his chosen vocational field. "Learning how to learn" refers to skills which enable an individual to acquire knowledge or, in essence, learn. These include the skills of reading, listening, notetaking, and so on. "Social responsibility" is a broader category than personal and social development. The former is concerned with a student being an effective citizen and member of society, while the latter refers to his interacting with persons in small groups. "Leisure" refers to useful planning of free time.

PROGRESS CHECK

1. For each of the following possible steps in planning guidance programs, write a brief descriptive phrase and indicate the extent to which each was accomplished, relative to the guidance programs in your setting.

   A. Defining philosophy and purposes: ______________________________

   ____

   ___ Totally accomplished
   ___ Partially accomplished
   ___ Not accomplished

B. Defining target groups: ______________________________

____

___ Totally accomplished
___ Partially accomplished
___ Not accomplished

C. Assessing current context: ____________________________

____

___ Totally accomplished
___ Partially accomplished
___ Not accomplished

To check your definitions, refer to the following pages:

A. Defining purposes: pp. 33-34

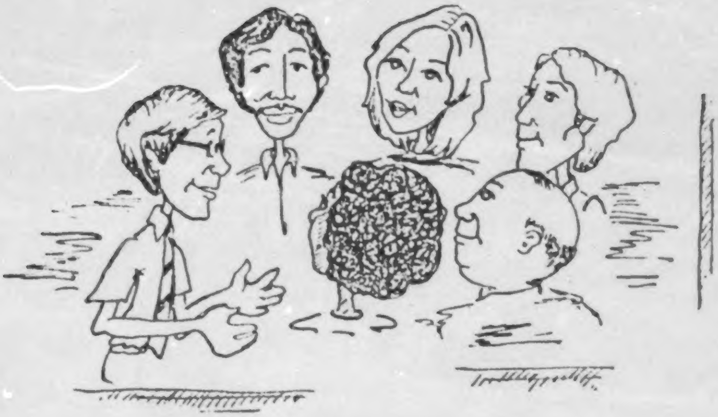
B. Defining target groups: pp. 33-34

C. Assessing current context pp. 35-37

Your judgments of the extent to which each of these have been accomplished will be useful in the following group activity.

◆

GROUP ACTIVITY



If possible get together with one or more of your fellow planners/counselors. Organize a discussion which focuses on the following questions:

A. What is the basic philosophy and purpose of your present program? Does the definition of the discussion procedures fit with the program in its present state?

B. What are the target groups you are presently including? Actually reaching? What would be the ideal target groups you would include?

C. Briefly have the group define their perceptions of what the desired student outcomes of your present program are.

D. In conjunction with C, have the group define their perceptions of what the current status of the program is as compared with the definition evolved in C.

For the questions above, ask yourself, as the program planner, how full a definition of each has been previously achieved. How much agreement among planners/counselors has been previously articulated?

ASSESSING DESIRED OUTCOMES

student needs

For each of the six career areas listed on page 37 it is possible to ascertain what needs students have, and what needs parents, counselors, teachers, administrators, community representatives and others see for youth. At this level of program development, the primary purpose of this assessment strategy is to furnish an empirical basis for deciding which guidance programs to emphasize in a particular school setting, rather than to diagnose the career planning and development needs of individual youths.

the card sort

A number of alternative strategies are available to effect this desired outcomes assessment. The most desirable involves gathering responses from students themselves. A useful method that meets this qualification is the small group card sort. It can probably be most easily described through an example of its use, in this instance by the Mesa Public Schools.

card sort procedures

For the various areas a list of possible need statements was developed by researchers who conducted a literature review, content analysis of current guidance and counseling programs, and student and staff interviews. Each need statement, written on a separate card, described a level of personal functioning for which a given youth might feel a need to strive. A deck of approximately 30 card statements for each area was thus developed for youth and adult reactions. This allowed respondents to consider each individual statement rather than dealing with all statements at once. Below are some sample statements for the area of Interpersonal Outcomes (How can I get along better with others?):

- I need to know the things about me that "bug" others.
- I need to be a more sharing and trusting person with others.
- I need to speak up for myself more -- to be more assertive when the occasion demands.

Then a sample of youths and adults was selected, and members of this sample "interviewed" in groups of six. The "interview" consisted of having them choose the five highest priority cards (statements) among the 30 in each group. From these choices they then select highest priority cards across all groups. They also had the opportunity to add statements not covered by the cards. By totaling these results, Mesa defined the variables students in general considered most important. They also defined the variables adults thought most important, sometimes producing interesting variances between students and adults.

alternative approaches

individual interview

checklists

Variations of the small-group, card-sorting procedures have also been tried. One alternative is using the card-sorting procedure in an individual setting with one interviewee for each interviewer. While leading to a more personal atmosphere, it is also more time consuming and thus more expensive. A second variation uses checklists with all outcome statements in a career area printed on them instead of on separate cards. This is faster and less expensive, making it possible to assess many more individuals at one time. However, it is also much more cumbersome and difficult for interviewees. Instead of being able to make decisions about individual outcome statements and place the cards in various piles, the interviewee, in essence, must work with all statements at once.

Other alternatives to the small group card sort technique are several. The most common is the questionnaire, any of a variety of paper and pencil instruments which asks participants to respond in any of a number of ways. These include written responses to open-ended questions, checking yes or no, choosing among multiple choice items, ranking a series of statements from highest to lowest, and rating statements along a numerical or written scale. Questionnaires, if kept brief, offer easy administration and allow large samples. They give less personalization than the card sort, and unless they are long, provide less depth of coverage.

questionnaires

Other methods are also possible. One is the follow-up study, which samples only students who are out of school and can provide the benefit of hindsight. Another is the critical incident technique, which provides a means of behaviorally defining goals and sampling opinion regarding such goals. A third is the Delphi Technique, which samples experts and moves toward a goal or consensus through a system of anonymous feedback. Each of these is described in more detail in the Desired Outcomes Assessment Module.

follow-up study

critical incident technique

Delphi technique

Assessing desired outcomes avoids the deficiencies of the more traditional needs assessment techniques. These deficiencies include: emphasizing the "means" rather than the "ends" of career guidance programs; using data gathered from individuals after they have left school (the follow-up study has this weakness), which is usually of an abstract nature and without specific program implications; or questioning youth about their complaints rather than identifying the positive directions in which they wish to move. The essential difficulty of most traditional approaches to the assessment of student needs is that they do not expedite the development of guidance programs by suggesting positive directions which can be used to draft measurable objectives for student development.

advantages

Once an assessment has gathered the data, a school or district may then organize task forces through which relevant school personnel and students use the data to help make decisions about which student needs should provide the basis for guidance program planning.

PROGRESS CHECK

1. You have just read a brief description of desired outcomes assessments. Based on this description and your knowledge of your own setting, list the advantages and disadvantages of conducting such an assessment in your school or district.

   A. Disadvantages: ______________________________

   ____

   ____

B. Advantages: ______________________________

____

____

____

Save your answers for use in a later group activity.

DETERMINING PROGRAM NEEDS AND DEVELOPING GOAL STATEMENTS AND STUDENT PERFORMANCE OBJECTIVES

program needs

Once the current status and the desired outcomes have been determined, one can proceed to compare the two and establish exactly what the needed program changes are. For example, should the current status assessment indicate that almost no effort is going into helping students with drug problems, and the need for help in this area ranks high in the desired outcomes assessment, then a clear program need has been determined. Conversely, if students rank a need very low, and much effort is presently going into it, probably some of that effort can be rechanneled elsewhere. In this case, however, one must be careful to be sure the need is genuinely unimportant and not ranked low simply because it's being dealt with so well by the program already.

goal statements

Once the data comparisons between the current status and desired outcomes assessments are made, one can proceed to write program goal statements and student performance objectives. The former are global outcomes toward which the program should aim, the latter observable and measurable student behaviors which will contribute to the goal.

Needs statements from the assessments can easily be translated into goal statements. If students specified that they want to read better, and if the current status assessment revealed that a significant number of students are reading a year or more below their grade level, the need level may have been: "Students need to have a level of reading skill equal to that of the nationwide average for their grade level." This level of achievement could become the goal of a student program.

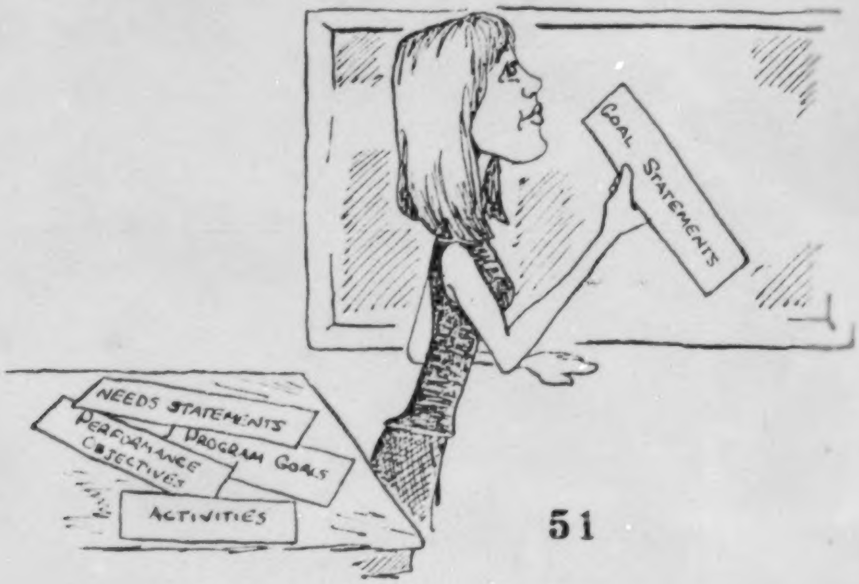
performance objectives

Writing goal statements leads naturally to the second and more difficult task of writing "performance objectives" for each goal statement. These objectives incorporate descriptions of the things which will indicate exactly when a student has achieved a goal. To write a performance objective, program planners must answer the question: What acts should a student be able to perform as evidence that the goal has been reached? Such "acts" require a performance which demonstrates a skill, a knowledge, or an attitude. To be understandable, the conditions (that is, given what resources or cues) under which the student will be asked to perform these acts must be explicit, and the amount of evidence required (how many times, what percent of the time, how often) must be stated. A performance objective, thus, tells the student what he should be able to do, under what conditions, and how much or how often he should be able to do it. In writing these performance objectives, a task force may decide to review data banks of available objectives.

It would be dangerous to get bogged down at this relatively early stage by worrying too much about the measurability of objectives, a stumbling block to many people not used to working in such terms. Thus, it may be a good idea to leave until the next phase ("structuring programs") the specification of the evidence you will require; at this point, the most important thing is stating the performances students will have to evidence.

examples

On the following page is a sample goal statement and its related performance objectives. It is one of a series of goal statements derived from the high priority need, "I need to know what jobs might be available to me in the future." All groups of related goals and objectives must be systematically sequenced. A recommended sequence begins with youth collecting and comprehending relevant information, synthesizing information from diverse sources while making decisions based on this integration, and acting on the basis of these decisions.



Goal Statement

To understand ways in which the availability and/or desirability of vocational opportunities are being influenced by trends resulting from social, economic, and technological factors.

Performance Objectives

1. To identify the correct definitions of at least three of the following terms:

   a. trend

   b. social factors

   c. economic factors

   d. technological factors

2. Given examples of factors which are affecting job opportunities, to identify correctly in at least three of five cases whether they are social, economic, or technological factors.

3. Given examples of social, economic, and technological factors, to identify correctly in at least three of five cases their impact upon job opportunities in particular occupational areas.

4. To list three ways in which current information on job trends can be obtained.

5. To explain at least one reason why projected job opportunities are important for a student when he is in the process of setting long-range vocational goals and making plans to achieve them.

Such performance objectives will serve as the primary guidelines for all subsequent planning activities. The goal statements and related performance objectives are also easily used for evaluation purposes, as will be described later.

Each task force should devote some time to examining the goal statements and even the performance objectives for commonalities or logical relationships. Related goals and objectives can be clustered to form possible programs within an entire guidance system. In such a case, each task force should also set priorities for these programs, in the event that it is not possible to initiate them all at once.

smooth K-12 articulatio

If separate task forces have been working with the desired outcome assessment data and have arrived at goal statements and performance objectives for separate grade levels, or groups of grades, some exchange must take place among the various task forces in order to obtain a flow or "developmental sequence" from the elementary grades through junior high and into senior high school. If two grade levels have identified the same top priority need, decisions will have to be made about exactly where this need would be most appropriately addressed. Within a school district, the optimal condition of a developmental guidance system is to have a smooth flow of guidance programs across the various grade levels to preclude duplication.

Once any such coordination issues have been worked out, it will be possible to come up with an approved, written summary of all goal statements and student performance outcomes for each proposed guidance, counseling, and placement program.

As with the other sections of this Orientation module, this description is intended only as an introduction to developing goal statements and student performance objectives. Full detail will come in the module that deals with this.

PROGRESS CHECK

1. Below, identify a goal statement that is related to a guidance program in your setting, and also write one related performance objective.

A. Goal statement: ______________________________________

____

B. Performance objective: ______________________________

____

____

____

Is your goal statement sufficiently broad? Does your performance objective specify a student behavior and the conditions under which the behavior will occur? Is it stated in such a way that you can later add the amount of evidence you are going to require in order to consider the objective accomplished? If not, change it as needed.

COMMUNICATION AND CONTEXT EVALUATION

communication

Many of the procedures mentioned in this section, such as the polling of adults and youths and the establishment of task forces, reflect the importance of communicating with and involving a wide variety of people in the program planning process. Their input can be valuable not only because it supplies the planner with a variety of viewpoints, but also because those who are significantly involved in the planning stage are more likely to feel committed to the success of such programs during their later stages.

context evaluation

The planning phase is accompanied by context evaluation, which measures the effectiveness of the planning activities. This is a kind of formative evaluation, as it provides ongoing information about your efforts as you carry them out. Since the desired outcomes assessment will lead to goal statements, and these in turn will determine the activities to be implemented, it is important to monitor the planning phase closely, and assure a high quality effort. In this way, a secure foundation for a comprehensive guidance, counseling, and placement program is built.

PROGRESS CHECK

1. Evaluation is often thought of as something to be done at the end of a project, to see what its effects have been. This is called summative evaluation. Below, jot down a definition for formative evaluation, as it is discussed above. Also indicate what kinds of information would be lost if formative evaluation were not conducted.

   A. Formative evaluation: ______________________________

   ____

   B. Types of information it provides: ____________________

   ____

   ____

   ____

GROUP ACTIVITY

If possible, get together three or four planners/counselors in your program. Assign each member of the group a particular role. For example, have one be an "old-line" teacher, one a "gung ho" young counselor, one a bright but opinionated student, one a "hard-hat" parent, and so on. Then focus the discussion on whether an assessment of desired student outcomes would be useful in your setting. Also deal with the utility of writing goal statements and performance objectives for a program. You could also discuss the question of the usefulness of involving a wide variety of people in the planning phases of a program, the need for on-going formative evaluation, and the usefulness of assessing the current status. Switch roles among discussion members as seems useful, and add other roles or develop your own as they seem pertinent to the discussion and your setting.

STRUCTURING PROGRAMS

structuring--components

Up to this point, this booklet has discussed competencies and procedures which have a strong planning emphasis. To some extent, of course, planning is a continuous function, as is evaluation. However, to allow you to focus on each element of a comprehensive approach to developing guidance programs, these elements are examined one at a time. Thus, next is the structuring of programs, a phase which includes specifying which programs will be implemented first, who will receive them, assessing resources, and specifying and selecting materials and activities to help students achieve their objectives. This phase also includes continued communication and evaluation activities--in this case, focusing on the program structuring process.

At the beginning of the structuring phase, you will have a list of goal statements and related performance objectives. These are tied to needs which already have been ranked in the order of their importance. This ranking may help to select the prescribed programs to be implemented, but it must also be reconciled with what is feasible. This process consists of examining what is possible, what is appropriate, and what is feasible.

SPECIFYING IMMEDIATE PROGRAM PARTICIPANTS AND OBJECTIVES

specific target groups

At this point it is appropriate to more specifically state the target population for each proposed program. For example, while you may earlier have said that every 7th and 8th grade student is part of the target population of programs providing vocational and educational counseling, you now should be more specific; you should specify that certain programs are only for one grade, or only for students with physical handicaps, for example. Or you should try out a general program on a small sample of the whole student population, in which case you must also decide whether to use a random or stratified sample.

specific objectives

Your grouping and organizing of the various goals and objectives should now also allow you to state which objectives go with which programs, and to make your objectives measurable. This refinement of the objectives should be done so that each objective specifies: the target person; the observable desired outcomes; the conditions for testing, training, or real-life performance; and standards of performance. In as much as the weight of structuring and evaluating programs rests on these objectives, their quality is crucial. It is almost impossible to over-emphasize the importance of producing precise, measurable, well-defined ones. If there is any doubt in the reader's mind about what should go into a good objective, he should look back and reread the description on page 45.

Each objective then states what the student will be able to do, following his completion of the prescribed instructional and counseling activities. To be able to specify the most relevant activities and materials, you must now gather baseline data relative to the current status of each program participant's career planning and development skills. This is especially important in individualized programs and requires the ability to design, conduct, and report the results of criterion-referenced tests.

baseline data

INVESTIGATING POSSIBLE PROCEDURES

The planning of activities to help students achieve a particular performance objective requires a broad survey of instructional and counseling procedures to insure that you do not overlook an alternative that could prove to be useful, as well as to avoid the pitfall of "reinventing the wheel" when adequate procedures already exist. A list of the procedures that could be investigated for possible use is shown in the chart on the next page. While not all of these procedures are equally effective all the time, they all are appropriate at some time.

research all possibilitie

SELECTING APPROPRIATE PROCEDURES

Given such a broad choice of possible procedures, the question is: "How do I decide which procedure to use to help students attain a particular performance objective?" To identify the instructional and counseling procedures most appropriate to each performance objective, you should choose two types of techniques.

POSSIBLE INSTRUCTIONAL AND COUNSELING PROCEDURES

(STUDENT ACTIVITIES AND MATERIALS)

1. Reading printed materials
    - a. Narrative
    - b. Programmed
    - c. Cartoon booklets
    - d. Kits

2. Observing
    - a. Live demonstrations
        - 1) Peer student models
        - 2) Cross-age models
    - b. Live dramatizations
    - c. Films
    - d. Film-strips
    - e. Slides
    - f. Video-tapes
    - g. Any one/or all of the above observational media followed by guided practice supervised either by the models or by counseling personnel.

3. Listening
    - a. Radio
    - b. Sound recordings
        - 1) Records
        - 2) Audio-tapes

4. Interacting individually and/or in groups with:
    - a. Counseling personnel
    - b. Community resource persons

5. Practicing behavior under simulated conditions
    - a. Simulation games
    - b. Simulated work samples
    - c. Role-playing
    - d. Behavioral rehearsal

6. Gathering personal assessment information:
    - a. Responding to instruments measuring personal characteristics.
    - b. Collecting information from other people.
    - c. Self-assessment activities

7. Participating in computer supported programs

8. Using on-line computer technology

manner most closely resembling the performance called for by the objective. If the objective has been carefully developed, it will indicate what a student needs to learn or do. Some objectives may describe a complex skill for which students must learn a series of component behaviors, while others may adequately describe an entire skill. When the type of performance desired is clearly specified in the objective, it becomes possible to identify the general procedure or combination of procedures appropriate for reaching the objective. The general rule is: "Give the student practice in the performance he is to learn."

what the student should do

For example, one performance objective might read, "Use appropriate behavior and show appropriate appearance in a personal interview." First, the student should be taught to discriminate between appropriate and inappropriate interview appearance and behavior. For this objective, a sound film or film-strip demonstrating both acceptable and unacceptable versions of interview appearance and behavior combined with opportunities to role-play proper interview behavior with another student or counselor are more appropriate than having a discussion or reading a book.

2. Techniques that most closely resemble the conditions called for by the performance objective. If the objective has been adequately developed, it will not

only suggest the major type of performance but will also suggest conditions under which performance will be expected to occur. For example, one performance objective might read, "Given two examples of oral responses from individuals, the student must be able to identify the one most representative of 'showing consideration for the feelings of others.'" In this instance, a form of audio instruction is appropriate because the condition specified in the objective is "Given two oral responses..."

the condition under which he should do it

Once you have identified an array of alternative instructional and counseling procedures, you should rank them according to how likely it is that each will promote student achievement of a given objective. Information on the conditions under which students in a particular school setting learn best, including reactions from students in the key target populations, is required here.

rank useful procedures

SELECTING AND STRUCTURING FEASIBLE PROCEDURES

After the instructional and counseling procedures most suitable to desired performance have been specified, the next step is to select among them on the basis of administrative criteria. The most appropriate techniques are not always available, nor are they always practical or within a school's budget. For example, the best way for a student to learn the consequences of selecting a long-range occupational goal related to a particular

choose practical strategies

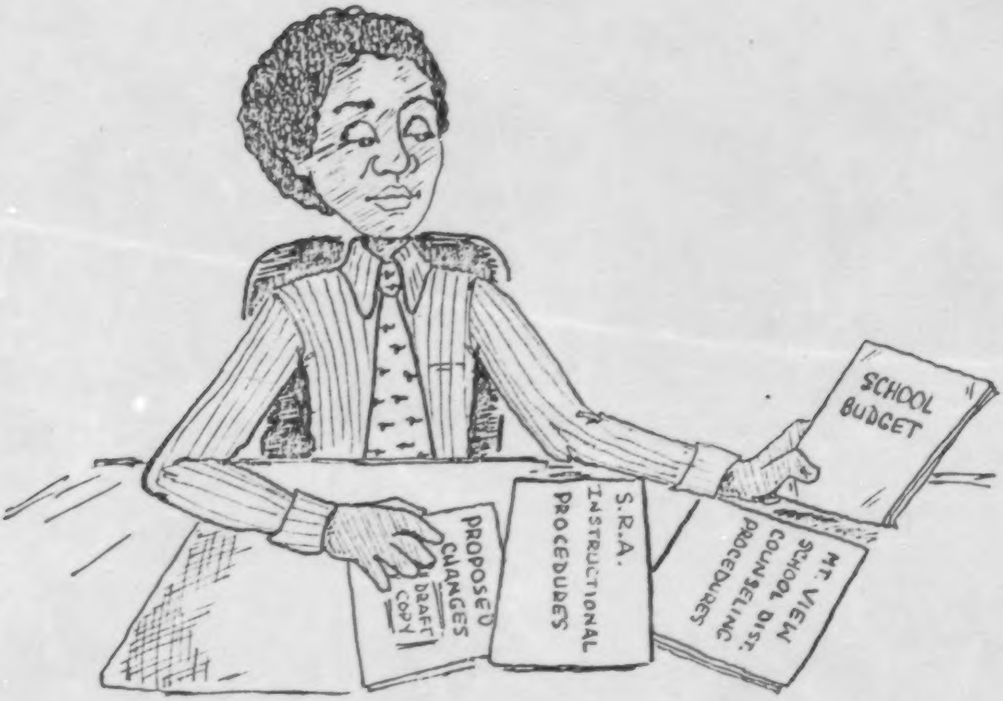
occupational cluster is for him to spend six months to a year working in each of several occupations representative of that cluster. While this normally would be impractical and very costly (both in terms of a student's time and in terms of low productivity from an employer's perspective), the United States Office of Education is currently funding several prototype versions of an employer-based career education model that proposes to design extensive job-based exploration opportunities for students. If these can be developed and implemented in a manner that will be feasible, they will be directly related to student performance learning. In the meantime, a variety of less costly simulated experiences have been designed for this purpose.

steps in choosing

Here is a list of steps to consider in selecting procedures that can be implemented from among those that are appropriate.

1. Identify the instructional and counseling procedures that counseling personnel already have available in the target school setting.
2. List the instructional and counseling procedures that are not currently available in the target school/district setting but which are available either from commercial or non-profit organizations.
3. Isolate locally or commercially available procedures that could be made appropriate through adaptation.

4. Itemize the procedures that are not available locally or commercially and, therefore, would need to be developed.
5. Select the procedures that are most practical on the basis of the target school/district's budgetary constraints.


SCHOOL BUDGET
S.R.A. INSTRUCTIONAL PROCEDURES
PROPOSED CHANGES
DRAFT COPY
MT. VIEW SCHOOL DIST. COUNSELING PROCEDURES

The chart which follows provides an example of a student performance objective and the activities and materials that were selected (on the basis of appropriateness and feasibility) to help students achieve it.

Performance Objective: To describe the typical work activities of an accountant.

Student Activities:

1. Read the section on "Accountants and Auditors" on pp. 180-181 of Occupations and Careers (Feingold, McGraw-Hill, 1969).
2. You have learned what accountants do. To practice some of their on-the-job activities use the Job Experience Kit titled "Accountant." Read the booklet and follow the directions in it. Keep your completed answer sheet (found in the kit) with this student guide.
3. Companies and government agencies, just like families and individuals, need to budget their money. They need to keep financial records on how much money they have, how much they spend, and how much they receive. They must also plan ahead so that they will have enough money to meet their expenses. Accountants plan budgets, develop systems for keeping financial records, check the accuracy of financial records, and analyze the meaning of financial statements.

   How well do you keep account of your finances? For the next week, keep account of all the money you receive and what you do with it. If you have any questions about the following activities, discuss them with your teacher or counselor.

   a) First plan a budget by estimating how much money you will receive and how you will use the money. Divide a piece of paper into three columns. In one column, list all the items you generally use money for during the week, such as food, bus fare, clothes, savings, etc. In the next column, estimate how much you spend in a week on each item. In the last column, list where you get the money for these expenses, such as part-time work, allowance, savings, etc.
   b) Next develop a system for keeping track of the money you receive and how you spend it. Have a place to write down the amount of money you spend and a description of how you receive and where you get the money. Explain to your teacher how you plan to keep track of your money.
   c) During the next week, keep a careful record of all the money you spend and all the money you receive.
   d) At the end of the period, compare your original budget with your actual income and how you used it. Add up the amount of money you received. Both sums should be equal. See if you can account for where your money went.

   When you have completed these four steps, show your records to your teacher or counselor and explain your accounts.
4. Write a short paragraph describing the typical work activities of an accountant.

CHOOSING ALTERNATIVE MODES

Procedures can be employed in various modes: with a full class, a small group, or with individual students. Each mode has advantages. Full class counseling activities allow many students to benefit from the presence of one counselor. They may also be easy to administer, as students work through a lesson or activity in unison, and produce results that can often be checked by the counselor with the entire group. The disadvantage of this mode is that it fails to allow for differences among students and lacks the flexibility of individually packaged activities.

group activities

Individualized activities can be entered by students at various levels of capability if a means is provided to allow them to determine their level of proficiency. Placement tests, self-assessment by the student (coupled with appropriate proficiency tests), and card-sort techniques like the one described earlier can all be used for this purpose. In addition, individualization usually increases flexibility. A look at the chart on page 55 will suggest the range of activities available to a program that allows students to pursue individualized activities. All eight categories may potentially be utilized to permit students to learn, practice, and seek help on their own.

individualized activities

Program planners need to stay alert to the many possibilities available in starting guidance, counseling, and placement programs. Investigating possible procedures, selecting appropriate and feasible ones, and choosing among various modes all can contribute to an effective comprehensive program.

COMMUNICATION AND INPUT EVALUATION

communication

The structuring process benefits from the participation of a wide variety of people, particularly if they perform specialized functions based upon their experience and expertise. The Mesa Public Schools strategy of contracting with teachers to develop student learning units is a successful example of this: they were able to draw upon the knowledge of existing staff familiar with the subject matter, the target population, and those who would eventually implement the materials being developed. Particular skills crucial to this phase include listing behavioral objectives, identifying target populations, investigating and selecting various procedures, and communicating formally and informally with appropriate personnel.

input evaluation

Structuring is accompanied by input evaluation, which monitors and assesses the effectiveness, efficiency, and desirability of each of the tasks described in this segment of the orientation. Such evaluation would include assessing the criteria used in the development of student materials, gauging whether materials adequately address the goals and objectives to which they are related, and examining the costs and effectiveness of materials development.

PROGRESS CHECK

1. For each of the following possible steps in planning guidance programs, indicate to what extent each was accomplished, relative to the guidance programs in your setting.

   A. Specifying immediate program participants and objectives: (pp. 53 & 54)

   ___ totally
   ___ partially
   ___ not at all

   B. Investigating possible procedures: (p. 54)

   ___ totally
   ___ partially
   ___ not at all

   C. Selecting appropriate procedures: (pp. 54-56)

   ___ totally
   ___ partially
   ___ not at all

   D. Selecting and structuring feasible procedures: (pp. 57-59)

   ___ totally
   ___ partially
   ___ not at all

   E. Considering alternative modes: (PP. 61-62)

   ___ totally
   ___ partially
   ___ not at all

   Share your assessment with another staff member familiar with the program to compare judgments on the extent to which each of the tasks above were explicitly accomplished.

2. Two main considerations should be taken into account when selecting instructional and counseling techniques most appropriate to each performance objective. Define these considerations by finishing each of the following sentences:

   A. Techniques should enable the student to perform in a manner which ______________________________

   ____

   ____

B. Techniques should themselves resemble ____________________

____

____

Check your answers by referring to pages 56 and 57.

3. Based upon the preceding description of individualization and upon your knowledge of your school or district, list an advantage and a disadvantage of attempting to individualize guidance programs (check your answer by referring to page 61)

A. Advantage: ____

____

____

B. Disadvantage: ____

____

____

4. Briefly describe input evaluation: ______________________

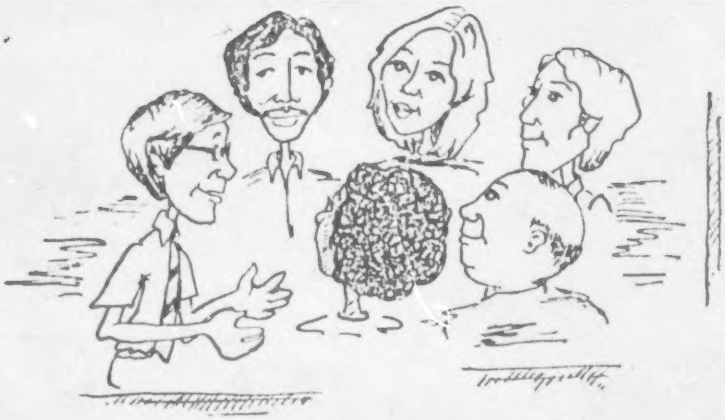
____

____

____

Check your answer by referring to page 62.

GROUP ACTIVITY



Chances are that different counselors in your program have different "pet" approaches to counseling. If possible, get together a small group of fellow planners/counselors for a discussion. First compile a list of all the procedures that have been used in the past at your setting. Next, add new possibilities to this list. Then assign each person one procedure or approach to criticize, and if he has a pet approach, have him criticize that approach. Have those who lean against such an approach defend it. Do this for as many of the procedures/approaches as possible.

IMPLEMENTING GUIDANCE PROGRAMS

Once the goals and objectives of career planning programs have been translated into activities and materials, students must be given ample opportunities to work toward the outcomes they desire. This occurs during the implementation phase of guidance, counseling, and placement programs.

STATING PROCESS OBJECTIVES

Even if extreme care and much attention have been lavished upon the preparation of student materials and activities, the true test of their effectiveness will of course be how well they work for students. Thus it is desirable to pilot test any program with a small but representative sample of the target population. After necessary modifications are made, the programs may be field tested on a larger scale and again evaluated for effectiveness. The tasks that program implementers should accomplish may be listed in the form of process objectives. They spell out what staff members have to do to ensure that students achieve their performance objectives. More detailed statements of what must be done by staff members are often referred to as implementation strategies. An example may help to clarify the distinction between student performance objectives, process objectives, and implementation strategies:

process objective

implementation strategy

examples

Student Performance Objective: Following participation in the "Careers Exploration" class, each student will be able to name and describe at least nine of the twelve job families covered in class, and describe occupations listed in them.

Process Objective 1: The instructor will arrange to have speakers whose jobs represent each of the twelve job families address the students about the nature of the speakers' jobs.

Implementation Strategy 1: By September 30, the instructor will have contacted representatives of each of the twelve job families and scheduled their appearance.

advantages

There will probably be several process objectives for each product objective, and even more implementation strategies. While writing all of these out may be somewhat laborious, it is worth doing. It provides a blueprint and schedule which can be shared with all concerned, so that they know exactly what will happen when. It also makes it easier to delegate tasks and hold people accountable for their performance--it becomes much more difficult for anyone to say that "I thought Charlie was supposed to do that" or "I didn't know by when this was to be finished." Finally, it can be drawn upon when staff members report to administrative bodies or the public, and when others wish to replicate a program. Process objectives and implementation strategies can be generated to cover all phases of implementation.

PROGRESS CHECK

1. In the Progress Check on page 48, you indicated a goal statement and a related performance objective. Now indicate a related process objective and implementation strategy:

   A. Process objective: ________________________________

   ____

   ____

   B. Implementation strategy: ___________________________

   ____

   ____

   ____

   Check to make sure that your implementation strategy is a smaller component of the process objective just as the performance objective is a smaller breakdown of the goal statement.

SELECTING AND DEVELOPING PROGRAM STAFF

who does what

The listing of what needs to be done makes it possible to analyze what particular competencies the staff needs in order to successfully fulfill the process objectives. The implementer should be able to specify which tasks might best be done by machines (e.g., mass scoring of tests) and which should be done by individuals (e.g., one-to-one counseling). Sometimes special machines will have to be ordered or leased. Likewise, sometimes the staff will need to develop additional competencies, perhaps through in-service training. Training programs can be ordered or made to order for staff needing them. Again, this calls for advanced planning so that staff members have time to prepare for participation in the new program. It may be expedient to add paraprofessional or professional help to the staff as needed.

CONDUCTING FIELD TESTS

field tests-six steps

When the staff has the capabilities to conduct a field test of proposed guidance programs, it is possible to proceed with the following steps:

1) Identify criteria for student sample selection;
2) Identify school sites which are willing to participate in the field test;
3) Design evaluation instruments and procedures which measure both the intended and unintended outcomes of the field test;
4) Specify field test costs;
5) Arrange and implement the field test; and
6) Analyze and report field test results, and make appropriate recommendations.

build in evaluation

Although all of the above steps are important, perhaps one of the most crucial is number 3. Since the field test results will probably have major impact upon the course of the full-scale program, the field test evaluator will want to review evaluation instruments and techniques such as observation, unobtrusive measures, end-of-unit proficiency tests, criterion-referenced survey tests, attitude inventories, questionnaires, reaction sheets, interview formats, and case study techniques. He will also want to keep track of exact cost and time allocations. With the results of such data from a field test, it becomes possible to itemize and price all staff services (counselors, teachers, aides, volunteers, and others) required to implement the full program. The aforementioned task forces can then review this list of requirements in light of information furnished by administrators or budgetary and other constraints, and work with program staff to come to a satisfactory compromise.

IMPLEMENTING PROGRAMS

implementing programs--six steps

The carrying out of field tests serves as a small-scale rehearsal for actual program implementation, for most of the steps carried out in the field test will be repeated in slightly different form. In summary, these steps are:

1) Developing process objectives which describe what staff members must do in order to help bring about the desired student objectives.
2) Selecting and designing evaluation procedures, instruments, costs, and schedule, to measure the attainment of objectives and the occurrence of unexpected outcomes.
3) Selecting and enlisting the support and cooperation of appropriate personnel at each site.
4) Training personnel to implement each program.
5) Monitoring and coordinating the achievement of the process objectives (through student and teacher activities) and the program evaluation.
6) Providing input and feedback (during and following implementation) to all concerned with the program.

Each of these steps warrants a learning package of its own, and cannot be discussed in detail here. However, since two very important components, communication and process evaluation, cut across several of these steps and yet are frequently ignored, it is useful to examine them more closely.

COMMUNICATION AND PROCESS EVALUATION

communication

Communication in the implementing phase is particularly crucial, as effects of the program begin to reach clients and cause concrete change. Each of the activities in this phase requires special communication skills: process objectives must convey clearly the behavior entailed; program staff must be selected judiciously and tactfully, and their cooperation must be won through a clear explanation of the advantages of the program; field tests require careful articulation and communication; and the actual process of implementing the program requires extensive input and feedback between planner and implementers throughout. Effective communication is a must in this phase.

process evaluation

Process evaluation in a comprehensive career guidance system is intended to furnish regular feedback to program planners who are responsible for designing and implementing program plans and procedures. The purposes of process evaluation are threefold: 1) to monitor the implementation of guidance programs, 2) to supply information required for decisions which have to be made during the program implementation phase (e.g., a field test showed the original structuring principles to be unwieldy, and they were appropriately changed), and 3) to assess the extent to which the guidance programs are implemented as they were originally designed.

Process evaluation data indicate the extent to which program planners and implementers have attained their process objectives. That is, have they actually done what they said they were going to do in preparing program instructional and counseling procedures, evaluation instruments and procedures, and the like? Have they actually done what they intended in the classrooms and guidance resource centers where the guidance programs were to be implemented? If process objectives are stated clearly and precisely, their attainment may be measured by simply constructing a checklist of "Yes, it was done," or "No, it was not done." Questionnaires, interview schedules, and observational techniques are other possible instruments that can be used to collect process evaluation data.

Product evaluation, which assesses the extent to which student objectives have been achieved, will be considered in the following section.

PROGRESS CHECK

1. What is the purpose of conducting a field test?

Review pages 68 and 70 to see if there are others you missed.

2. Jot down the implementation steps required. A key word is provided for each step:

   A. Objectives: ____________________

   ____

   B. Evaluation: ____________________

   ____

   C. Site Cooperation: ____________________

   ____

   D. Personnel: ____________________

   ____

   E. Monitoring: ____________________

   ____

   F. Communication: ____________________

   ____

Check page 68 for a list of the above steps.

3. What are the purposes of process evaluation?

   A. ____________________

   ____

   B. ____________________

   ____

   C. ____________________

   ____

Compare your answer with the information on pages 70 and 71.

4. For each of the following possible implementation steps, indicate to what extent each was accomplished, relative to a guidance program in your setting:

   A. Stating process objectives:

   ___ totally
   ___ partially
   ___ not at all

B. Selecting and developing program staff

___ totally
___ partially
___ not at all

C. Conducting field tests:

___ totally
___ partially
___ not at all

D. Implementation

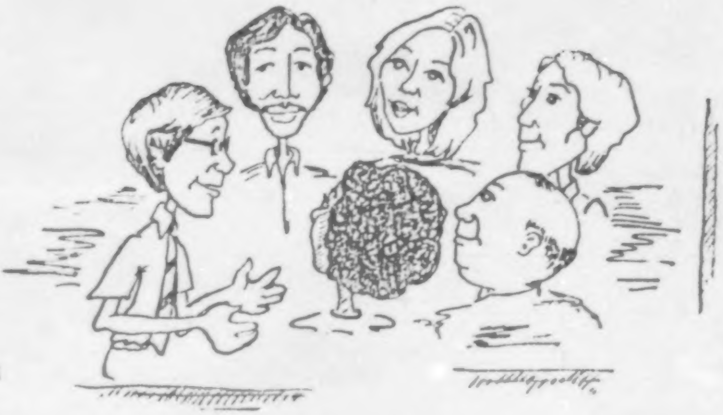
___ totally
___ partially
___ not at all

E. Process evaluation

___ totally
___ partially
___ not at all

GROUP ACTIVITY

If possible get together five fellow planner/counselors. Then, using the list of implementation steps on page 69, assign each person one step. Have them write down three problems that would probably arise in that step and a possible solution to each. Then have the group discuss each step and the related problems and solutions. Explore the problems and possible solutions to each step in depth.



MAKING DECISIONS BASED ON PROGRAM COSTS AND IMPACT

(This section, in particular, is relevant
primarily for program administrators)

SUMMATIVE EVALUATION

The previous section briefly discussed process evaluation, which is formative in nature. That is, it is information the implementer uses to shape programs as they go on. The time will also come when the implementer has to make decisions as to whether programs are doing what they are supposed to do and should continue on. He must also decide whether major changes and additional new programs are required. For these types of summative decisions he requires product evaluation information that tells him what, after all is said and done, each program achieved. As well as looking to the impact each program attained in terms of its predetermined goals and objectives, he will want to measure program side effects.

formative and summative evaluation

PRODUCT EVALUATION

Statements of goals and performance objectives must include standards for acceptable performance to permit an evaluation of these two "products":

1. student achievement of these specified outcomes, and
2. the problem-solving process students used in reaching their goals and objectives.

Ordinarily, it is not difficult to measure the first type of product--accomplishment of personal goals and

achieving objectives

objectives--when they relate directly to such visible attainments as completing a course requirement or graduating from high school. Designating student attainments in performance objectives allows for relatively easy evaluation: the observer simply ascertains whether or not the standards of performance specified in each objective are fulfilled.

acquiring problem solving skills

However, it is more difficult to measure success in problem solving. To be appropriate, standards of performance must reflect student competence in employing personal problem-solving skills not just for hypothetical others presented in case studies, but also for their own problems.

COLLECTING PRODUCT EVALUATION DATA

A student's achievement must be assessed by his performance on tasks which are behavioral indicators that he has reached his own goals and objectives. These tasks should also allow him to demonstrate his problem-solving skills as he reaches the desired outcomes. The results of such testing will show when a program has helped students achieve their goals and acquire the desired skills, and when it has failed and needs further development to increase its effectiveness.

Norm-referenced measurement (the kind traditionally used, such as the Metro Achievement test and the Stanford Achievement test) compares the performance of two or more individuals. It contrasts with criterion-referenced assessment which is more appropriate to an individualized student program because it measures whether students have achieved pre-determined standards of performance. A good item in a criterion-reference test is one which will be answered correctly by 100% of the students who have mastered the performance objective upon which it is based and will be missed by 100% of the students who have not mastered the objective.

criterion-referenced tests

In developing criterion-referenced tests, it is necessary to use items that measure behavior specified in the objective. The measures themselves can take a number of forms. One is the "end-of-unit proficiency test" which students take at the end of a learning unit, and which gives them feedback on additional activities they need to complete if they fail the test. On the other hand, survey tests may be employed to assess student achievement of larger groups of goals and objectives than those contained in one unit.

post-tests

survey tests

Knowledge outcomes usually are measured by paper-and-pencil and interview techniques. The assessment of attitude outcomes often requires a combination of these techniques with behavioral observation. Skill performance objectives are best measured by behavioral observation in simulated or real-life settings.

interviews observation

EVALUATION OF PROGRAM SIDE EFFECTS

As important as it is to measure intended program outcomes, at best they furnish only a partial indication of the outcomes of a particular program. Such measurement focuses on expected outcomes. However, the side effects of a program are also very important. Information on positive and negative unanticipated outcomes should be sought even though these outcomes may be difficult to measure, especially if they include youth and adult changes in affective responses.

unanticipated effects

Data on unexpected side effects tell the unintended effects that occurred due to a program. Attitude surveys, structured reaction sheets, and case-study techniques can be used to collect this type of data. The latter method, stressing intensive observations of (and interviews with) a few students periodically over a long period, provides information on short-term and long-term side effects.

As an example, such studies might reveal that certain students are overwhelmed by the amount of reading in one or more learning units and are thus feeling less in control of their future. The studies should assess staff and student reactions to the experiences they have throughout a program, and to projected outcomes. In addition, through this evaluation procedure it is possible to determine if a program resulted in unforeseen expenditures or savings, or prompted an unusual amount of student interest in a certain topic or class.

DETERMINING COST – EFFECTIVENESS

Taxpayers, school boards, superintendents and many others are concerned not only with how well programs work, but also at what cost. With these two types of information,

relating results and costs

they can study the relationships between program costs and results. Thus, in order to be able to judge cost-effectiveness, one must collect data on cost per program, per participant, or per goal statement or objective. Such information on costs must then be related to data on program results. It is important to isolate the youth outcomes that relate to the field test program(s) in computing these cost-ratio figures. With such cost-ratio information, one can then decide which programs to continue and which to eliminate, what new programs are needed, and what needs to be done to those that are worth continuing.

feedback decisions

The last of these involves feedback decisions, looking back at the program and making judgments about adequacy of funds, definition of the problem, its desired outcomes and objectives, methods, media, and materials used, time schedules, program management, program budgeting, facilities, and the evaluation design, procedures, and instruments.

Cost effectiveness data allow program staff to continue to implement and improve each student program and staff development program while: (a) adapting them to the changing needs and characteristics of the targeted youth and (b) extending the complete guidance, counseling, and placement system to priority programs not implemented in initial field tests.

state of the art

Unfortunately, the state-of-the-art in determining the cost-effectiveness of educational programs is not advanced. Ventures into the area are relatively new and still largely in preliminary stages. Thus, while great promise exists for such efforts in the future, a body of knowledge pertinent to determining cost-effectiveness is less extensive than would be desirable at present.

DETERMINING COST – EFFICIENCY

comparing strategies

Program administrators and recipients sometimes must make decisions that cannot be answered only by cost-effectiveness information. A more sophisticated variety of evaluation is the cost-efficiency study, which determines which of two or more strategies more efficiently achieves some objective. Thus, cost-efficiency analyses entail multiple strategy comparisons, while cost-effectiveness analyses measure only how well a single strategy meets its objectives. Cost-effectiveness studies obviously must be conducted before cost-efficiency ones can be.

need for experimental control

To produce information on comparative costs and effects, program planners must conduct quasi-experimental and true-experimental studies. Only by exerting control over program conditions and using random selection procedures will it be possible to gather the cause-and-effect data required for cost-efficiency decisions. Schools' conditions usually make it very difficult to conduct such investigations.

DETERMINING COST – BENEFITS

long-term values

This final category of summative evaluation focuses on information not necessarily tied to program costs and attainment of objectives. Cost-benefit decisions depend heavily on abstract values, trends, and projections. Such decisions assess each program in the light of long-range social considerations and the changing needs of youth, the school system, and society. In this area of summative evaluation the state-of-the-art is most primitive.

USING AND COMMUNICATING SUMMATIVE EVALUATIONS

communication

Summative evaluations such as those outlined above should produce timely, relevant information that can shape the future of programs. But such information must be communicated on schedule and in an understandable manner. Staff members must be able to tailor reports to appropriate audiences and encourage decisions consistent with the data. With these ingredients, program administrators should be able to make the best possible decisions for future counseling, guidance, and placement programs.

PROGRESS CHECK

1. What are the two types of "products" which are measured by product evaluation of a guidance program?

   A. ______________________________

   B. ______________________________

   Compare your answer with the "products" defined on pages 74 and 75.

2. Complete the following sentences:

   A. Norm-referenced tests measure the performance of an individual as compared to ______________________________

   B. Criterion-referenced tests measure the performance of an individual as compared to ______________________________

   If you were unable to complete the sentences, review pages 75 and 76.

3. In light of the previous description of program side effects and your knowledge of your school or district setting, what do you consider to be two advantages and two disadvantages of measuring side effects?

A. Disadvantages: ____

____

B. Advantages: ____

____

4. What types of data should be gathered by the program administrator who is interested in computing cost-effectiveness?

____

____

____

____

Check your answer by reviewing pages 77 and 78.

5. What types of data should be gathered by the program administrator who is interested in computing cost-efficiency?

____

____

____

____

Check your answer by reviewing page 79.

6. How do cost-benefit studies differ from cost-effectiveness and cost-efficiency studies?

____

____

____

____

Check your answer by reviewing pages 79 and 80.

SUMMARY OF THE COMPREHENSIVE APPROACH

In relatively brief form, the activities which should occur when guidance, counseling or placement programs are developed have been described. These activities fall into four categories: (1) Planning, (2) Structuring, (3) Implementing, and (4) Making Decisions Based on Outcomes. These components have a number of sub-categories, each of which will be discussed in individual competency-based packages in this staff development series. While each component has been described in terms of the planner whose task is to completely design and implement a major program, the process can, of course, be applied to much less ambitious projects. For example, the person designing a new course will go through the same steps of assessing the needs of students relative to the subject, deciding course goals and objectives, gathering appropriate instructional materials, teaching the class, measuring its effect and making revisions as necessary.

The following section of this booklet considers what competencies are required of the planner who wants to use the comprehensive approach described.

COMPETENCIES REQUIRED FOR THE USE OF THE COMPREHENSIVE APPROACH

If you feel that using the comprehensive approach might be useful to you, you will probably want to know what skills are required. These competencies are listed on the following pages. Eventually staff development packages will be developed which collectively supply instruction in all of these competencies. Look them over and try to define which skills you and your staff have and which you think you might want to develop.

COUNSELING PERSONNEL COMPETENCY SUMMARY

Broad Categories of Competencies	Subcategories of Competencies (Expressed as abilities of personnel who plan guidance, counseling and placement programs)
I. Planning guidance, counseling and placement programs. Conducting Context Evaluation of the program planning decisions and activities.	Planning Programs I:A Define Philosophy, Purposes and Target Groups I:B Assess Current Status and Programs I:C Assess Desired Outcomes I:D to I:G Identify Youth Needs; Write Goal Statements and Student Outcomes; Communicate and Evaluate the Planning Decisions and Activities
II. Structuring guidance, counseling and placement programs. Conducting Input Evaluation of decisions and activities occurring during the program structuring phase.	Structuring Programs II:A Specify Immediate Program Participants and Objectives II:B Investigate, Select, and Structure Program Procedures II:C Communicate and Evaluate Program Structuring Decisions and Activities
III. Implementing guidance, counseling and placement programs. Conducting Process Evaluation or program implementation decisions and activities	Implementing Programs III:A State Procedural Objectives and Implementation Strategies III:B Select Program Staff and Initiate Staff Development Activities A wide array of counselor competencies pertain here. For example, staff members should: III:B:1 Relate effectively (language, rapport, respect, fairness, support) to students, parents, and teachers.

III:B:2

Utilize (1) existing instructional packages; (2) tests; (3) various counseling approaches (client centered, existential, Gestalt, psychoanalytic, rational-emotive, transactional analysis); (4) specific strategies (use a problem-solving process to help clients meet their needs; help clients acquire and apply decision-making skills; demonstrate personal and social contracting techniques; engage clients in role playing and behavior rehearsal activities; assist clients in a self-assessment process; help clients acquire and apply behavior observation and analysis procedures; help clients learn and practice self-confrontation; train clients in relaxation and desensitization techniques; employ reward, extinction, and punishment principles with clients while helping them use these tools to shape behavior in their own lives; assist clients to acquire and use self-management and self-control skills); and (5) various modes (individual and group counseling and guidance).

III:B:3

Analyze key factors of the educational system (learning environment, relationship to the community, resources, requirements, curriculum, scholarships, strengths, weaknesses) and their relationships to guidance, counseling, and placement programs.

III:B:4

Be sensitive to contemporary problems (drug, racial, sexual) and traditional problems (family, academic, social skills).

III:C Prepare Field Test Sites

III:D Communicate; Conduct, Report and Apply the Results of Process Evaluations

IV. Making Decisions regarding future guidance, counseling, and placement programs and changes in present programs.

Conducting Product Evaluation of the costs, effectiveness, efficiency, and benefit of these programs.

Making Decisions Based on Program Costs and Impact

IV:A Design, conduct, and report product evaluations.

IV:A:1

Determine if students have satisfied their career planning and development needs.

IV:A:2

Determine if the satisfaction of students' needs can be attributed to the effects of the field test program(s).

IV:A:3

Determine any positive or negative unanticipated effects.

IV:B Determine the costs of the field test program(s), relate these costs to the effects of such program(s), and summarize and display cost-effectiveness ratios.

IV:C Design, conduct, and report studies that identify the most cost-efficient procedures and programs.

IV:D Design, conduct and report cost-benefit studies.

IV:E Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and their rationale.

USING STAFF DEVELOPMENT PACKAGES TO ACQUIRE COMPETENCIES

When all packages in this series have been developed, you may opt to simply start at the beginning and work through all of them, or you may choose to pick out those which have particular relevance to your needs and interests at a given time. You have already considered which skills you think you have and which you would like to acquire. To confirm this and then to complete a competency-based package, we suggest the following sequence:

1. Use the competency list to choose the package(s) most relevant to your needs and interests, including those for which you feel you have already acquired the requisite skills.
2. For each of the packets you have selected, complete the pre-test. These pre-tests cover the same material as do the end-of-module tests which accompany each package.
3. Eliminate the packages for which you scored 75% or higher on the pre-test. This score indicates that you need not work through those packages; you may still skim them just as a refresher, if you wish.
4. Select a module upon which to start work. If you have selected several, begin with the one which appears first on the competency list.
5. If there are others in your school or district who wish to work on the same packet, arrange to meet with them to complete the group activities suggested in each package.

6. Work through each package. Each one is self-contained, including the following elements:

- Tape-slide introduction
- Flowchart of the comprehensive approach
- Module goal and objectives
- Instructional materials (module)
- Progress checks
- Group activities
- Simulation activity
- Application procedures
- Pre and Post-Assessments
- Further references
- Coordinator's Guide - some modules

A Systematic Approach to Guidance
ORIENTATION
A Systematic Approach to Guidance
ASSESSING DESIRED OUTCOMES

SIMULATION

You are on a panel that is selecting the best guidance, counseling, and placement program in the state for a special award just instituted by the state legislature. The criterion for the selection are those that define a comprehensive approach as described in this module. Following is a description of the three finalists. You are to study these three programs, select the one that comes closest to the ideal according to the criteria, and write a paragraph explaining the rationale for your choice. For each of the other two programs, write a paragraph explaining why it was not selected.

ALDINGTON

The name of George Stevens has been associated with the Aldington guidance, counseling, and placement program now for 20 years, and his career is a long and distinquished one. Coming to Aldington in 1954, George was a personable and forward looking young man with ambitions to develop the best program in the area. He built a program around his ideals and philosophy, and through the late '50's and early '60's won award after award. He prides himself on the fact that no youngster is ever turned away from his office, no matter what the problem, or how pressured he or his two associates are with other matters. He has dealt with every problem imaginable, from drugs and sex to underachievement and directionlessness. His school is not a large one, and he feels he has a firm grasp on the problems and needs of the youth there through his personal contacts. Through feedback received in this way has made two program changes in the last three years. George Stevens keeps the guidance program at Aldington running smoothly with a minimum of disruption. His visibility in the community is high, and he is widely liked and respected.

BEAUCHANT

Beauchant is a larger school which has recently developed its guidance, counseling and placement program. Most of the staff have been hired within the last five years, and their philosophies and ideals are varied. Three years ago they conducted a thorough assessment of guidance services, measuring both the current status of their program, and outcomes students desired. From these operations they defined uniform program goals and performance objectives, and have structured their programs around these since. While they still try to help individual students who request assistance, they are also trying to reach out to the entire student body through such innovations as a combination student town hall/drug crisis center. Programs using modern techniques have proliferated, including primal scream therapy, Rolfing, and chaotic meditation. Experimental programs are being tried regularly, and continued if counselors find them acceptable. The program is viewed somewhat skeptically by older teachers and community representatives, but is popular with many students, particularly those with "avant-garde" ideas.

CHANNING

Channing is the oldest community and school of the three. Its program is also the most long standing. The effectiveness of the program was criticized a great deal in the past by students and

and faculty alike. At that time, counselors' duties consisted mainly of filling out schedules and performing administrative duties. Several years ago an evaluation of the program was commissioned, and the need for broad scale improvements was firmly established. Subsequently, the Channing program initiated a needs assessment and developed goal statements and product objectives around which the new program was structured. When it came to selecting procedures for the new program, unfortunately, the staff was limited by a traditional community environment and a corresponding lack of funds. Thus, only the least expensive procedures were chosen. Additionally, the conservative community insisted that whatever efforts were undertaken be systematically observed and their effectiveness measured. At present one aspect of the program is being phased out because of shortcomings that were identified. Community feeling is mixed, with some factions finding the innovations constructive, while others see the whole realm of guidance and counseling as unnecessary.

SIMULATION FEEDBACK

These three were purposely designed so that each reflects strengths and weaknesses, just as any program in the real world would consist of a mixture of strong and weak aspects. And of course it is impossible to provide in a brief paragraph enough information to allow for a conclusion free of qualifications. Nevertheless, in terms of the criteria defined in this module for comprehensive guidance, counseling, and placement programs, one does stand out.

Channing is the correct choice. Even though it is a smaller and less adventuresome program than Beauchant's, and lacks the community acceptance and long-term success of Aldington's, it is the only one of the three which has built structured evaluation into its system. Likewise, although it has been exactly what a program should not be in the past, it has corrected these shortcomings and developed objectives which can both give useful direction and provide a means of assessing its performance. Phasing out ineffective programs is a necessary part of decision-making, and highly desirable. Community feeling about a program is not necessarily a measure of its success.

While Aldington's program may be effective, there is no way of determining this except through subjective "feelings" about how it is working. And George Stevens, however nice a guy he may be, probably has so much ego involvement with his program it would be hard for him to admit weaknesses. Awards were won in the past, not currently. His approach seems somewhat crisis oriented, and his pride in never turning away students suggests he may not be going out to reach those who need help with non-crisis problems. And things have apparently been defined largely in terms of his personal ideals and thinking, an approach which may produce certain biases and gaps. All these factors suggest weaknesses which a comprehensive approach could eliminate.

Beauchant has done better, but only up to a point. It lacks the "dominant personality" and the possible attendant problems of Aldington. And the context and desired outcomes assessments, followed by development of goals and objectives, is commendable. Likewise, the crisis orientation seems to have been avoided. The central weakness of Beauchant's program is the lack of evaluation. New improved techniques are being experiemented with, including such questionable procedures as "Rolfing," "chaotic meditation," and "primal scream therapy." These need to be evaluated before they become built into a program, as do all the innovations. Counselor "acceptability" of techniques means little without meaningful measurement in terms of student outcomes. And the fact that "avant-garde" students like the new techniques does not necessarily mean they are achieving desired outcomes.

Perhaps you had other points relative to each of these. They represent different types and many variables, and many pertinent comments may pertain. Perhaps other aspects seemed more important to you, based on your own experience and locale. This is good. The key to the successful use of any approach is a keen awareness of all pertinent variables, particularly as they apply to local situations.

APPLICATION PROCEDURES

You have been asked to deliver a short speech related to current trends and developments in the field of guidance and counseling at a luncheon to which parents of elementary, junior high, and senior high students in your district will be invited. Work up an outline for a 15-minute speech on the comprehensive approach to guidance, counseling, and placement, including the major phases and a word or two about the important activities in each phase. Include local considerations, if possible, with some specific thoughts about how the comprehensive approach might benefit the children of the parents present at the luncheon. The purpose of your speech is to capture interest and provoke thought, not to present lengthy detail. When you have completed the outline, record the speech as you envision it on a cassette tape.

Play the tape back to see how your speech sounds. Are the points you make pertinent and applicable to the situation? Does the concept of the comprehensive approach sound feasible? Does the speech cover all important points? Is it understandable? Interesting? Convincing? Will you be able to answer questions it may provoke?

POST ASSESSMENT

1. List the four major components of the comprehensive approach to guidance, counseling, and placement. (p. 2)

   A. ______________________________

   B. ______________________________

   C. ______________________________

   D. ______________________________

2. Define each of the above in a sentence or two, including its central purpose. (Entire Document)

   A. ______________________________

   ____

   B. ______________________________

   ____

   C. ______________________________

   ____

   D. ______________________________

   ____

3. Current programs in guidance, counseling, and placement are often plagued with an array of difficulties. Briefly define three such common problems to which the comprehensive approach is addressed. (pp. 15-20)

   A. ______________________________

   ____

   B. ______________________________

   ____

   C. ______________________________

   ____

4. A number of alternative approaches to guidance, counseling, and placement were briefly described in the module. Each had some notable shortcomings compared with the comprehensive approach. List three of these, and for each state two disadvantages. (pp. 20-22)

A. ______________________________

1. ______________________________

2. ______________________________

B. ______________________________

1. ______________________________

2. ______________________________

C. ______________________________

1. ______________________________

2. ______________________________

5. Define in one or two sentences each of the following terms as they are used in the module: (pp. 26-28)

Career: ______________________________

Counseling: ______________________________

Guidance: ______________________________

Placement and Follow-up: ______________________________

Career Education: ______________________________

6. Write a brief paragraph explaining how the comprehensive approach responds directly to youth needs: (p. 30)

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7. Assume that you have decided to develop a career guidance, counseling, and placement program in your own locale. Evolve a plan which incorporates the activities of the planning, structuring, and implementing phases of the comprehensive approach. For each of these major components, first list the activities involved, and then write a one or two-sentence explanation of what would be required in your situation to carry out each activity: (pp. 33-71)

A. Planning Activities

1. ____

____

2. ____

____

3. ____

____

4. ____

____

B. Structuring Activities

1. ____

____

2. ____

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

C. Implementing Activities

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

8. Evaluation is important to each of the above three components. For each, first list the type of evaluation required. Then write a two or three sentence description of each which defines the type of data involved and what sort of decision each facilitates. (pp. 33-71)

A. Planning - ______________________________

____

____

____

____

____

____

B. Structuring - ______________________________

____

____

C. Implementing -

9. Write a brief paragraph defining the nature and purpose of product evaluation, and how it contributes to making decisions. (pp. 74-77)

10. Write a brief paragraph defining the nature and purpose of cost-effectiveness, cost-efficiency, and cost-benefit studies. Discuss how each of these contributes to making decisions. (pp. 77-80)

11. For each of the four major components of the comprehensive approach, list three important related staff competencies: (pp. 83-85)

A. Planning

1. ______________________________

2. ______________________________

3. ______________________________

B. Structuring

1. ______________________________

2. ______________________________

3. ______________________________

C. Implementing

1. ______________________________

2. ______________________________

3. ______________________________

D. Decision-Making

1. ______________________________

2. ______________________________

3. ______________________________

12. For each of the competencies related to each major component, specify those that a) you, and b) the people working in your program i) have, and ii) need to develop to make effective use of the comprehensive approach. Put a check (✓) in the appropriate box.

Planning	Have		Need to Develop	
	You	Others	You	Others
A. Define Philosophy, Purposes and Target Groups				
B. Assess Current Context and Programs				
C. Assess Desired Outcomes				
D. to G. Identify Youth Needs; Write Goal Statements and Student Outcomes; Communicate and Evaluate the Planning Decisions and Activities				

Structuring	Have		Need to Develop	
	You	Others	You	Others
A. Specify Immediate Program Participants and Objectives				
B. Investigate, Select, and Structure Program Procedures				
C. Communicate and Evaluate Program Structuring Decisions and Activities				
Implementing				
A. State Procedural Objectives and Implementation Strategies				
B. Select Program Staff and Initiate Staff Development Activities				
C. Prepare Field Test Sites				
D. Communicate; Conduct, Report and Apply the Results of Process Evaluations				
Decision-Making				
A. Design, conduct, and report product evaluations				
B. Determine the costs of the field test program(s), relate these costs to the effects of such program(s), and summarize and display cost-effectiveness ratios				
C. Design, conduct, and report studies that identify the most cost-efficient procedures and programs				
D. Design, conduct and report cost-benefit studies				
E. Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and their rationale				

POST ASSESSMENT FEEDBACK

1. Module Objective - 1. Key Page: 2

   A. Planning B. Structuring C. Implementing D. Making Decisions

2. Module Objective - 1. Key Pages: Entire Document

   A. Planning

   This first component should define the philosophy, purposes, and target groups of the program in a broad way, assess the current context, assess desired outcomes, produce program goal statements and performance objectives, and include context evaluation.

   B. Structuring

   This component should specify which programs will be implemented first, who will receive them, refine performance objectives to make them measurable and relate them to specific programs, assess all possible procedures and resources, select and structure appropriate and feasible procedures, consider alternative modes, and include input evaluation.

   C. Implementing

   This component should spell out process objectives and implementation strategies, select and develop program staff, conduct field tests, implement full scale programs, and include process evaluation.

   D. Making Decisions

   This component should measure the products of the program (both expected and unexpected outcomes), the cost, and produce cost-effectiveness, cost-efficiency, and cost-benefit analyses based on these sets of data. On the basis of these, decisions regarding the continuance and/or modification of programs should be made.

3. Module Objective - 2. Key Pages: 15-20

   A. The maintenance syndrome. Counselors are often overburdened with various tasks, and end up merely trying to keep their heads above water, lacking time to plan and evaluate adequately. As a result students may see counselors only about such routine matters as changing classes or schedule cards.

   B. Crisis Counseling

   This also relates to time shortages, as counselors are forced to respond to immediate problems that crop up, and are thus able to deal only in remedies, failing to touch the main body of students with any prevention counseling. Thus students are not helped to develop problem-solving skills that would help them avoid crises in the first place, and the program fails to touch most students at all.

   C. Inadequate Student Understanding

   Guidance can and should relate directly to students' defining and achieving of life goals, but often they are never taught the relationship between present studies and planning and their future. Lack of such integration leads to disinterest in course work, early dropouts, and poor employability, and can be avoided when students are provided with meaningful "career" education.

4. Module Objective - 3. Key Pages: 20-22
    A. The Intuitive Approach
        1. Possible individual biases.
        2. Lack of adequate student input.
    B. The Crisis Approach
        1. Drain on staff.
        2. Failure to teach problem-solving techniques that can prevent many crises.
    C. Non-Evaluative Approach
        1. Lack of accountability.
        2. Lack of concrete knowledge about what individual procedures and strategies accomplish.
    D. Action Approach
        1. Lack of concern with ends.
        2. Insufficient planning or evaluation.
5. Module Objective - 4. Key Pages: 26-28

Career: Virtually synonymous with life, and includes six categories: occupations, education, personal and social behavior, learning how to learn, social responsibility, and leisure time.

Counseling: An interpersonal procedure providing one alternative for helping youth, conducted on an individual or group basis.

Guidance: A generic term which includes the total content and process of programs aimed at helping youth, with emphasis on helping each student to be a problem solver in each career area.

Placement and Follow-up: An integral part of comprehensive career guidance, available in all areas of careers, which stresses aid in making transitions in general as well as in occupational areas.

Career Education: A combination of career guidance and career instruction and training, using career in the broad sense defined above.

6. Module Objective - 5. Key Page: 30

One of the key features of the comprehensive approach to guidance, counseling, and placement is its direct responsiveness to youth needs. First, it begins with a needs assessment based on youths' perceptions, and flows directly from this to a definition of programs. Second, this definition is cast in terms of performance objectives, usually relating directly to student outcomes. Finally, evaluation assesses results in terms of these student outcomes, and thus modifications continually respond to the program's successes and failures with students. Their needs and the outcomes they achieve relative to their needs are the touchstone for the entire approach.

7. Module Objective - 6. Key Pages: 33-71

Obviously no one else can determine your local conditions and provide correct answers to this question. We will simply summarize the activities for each component and suggest specific considerations for each.

A. Planning Activities

1. Defining Philosophy, Purposes, and Target Groups

Include as many individuals as possible, from various sectors -- counselors, teachers, administrators, consultants, community representatives, parents, students;

survey pertinent printed matter; define alternative focuses, and consider the alternatives carefully.

2. Assessing Current Contexts

   Consider as many variables as possible, but stress those that pertain most closely to guidance, counseling, and placement programs; include students, system, and societal needs; test students directly, if possible; review descriptions of current program goals, procedures, and definitions, if they exist.

3. Assessing Desired Outcomes

   Test students directly, if possible; include all relevant groups such as parents, counselors, teachers, administrators and community representatives; include as wide an array of variables as possible; structure variables meaningfully.

4. Developing Goal Statements and Student Performance Objectives

   Translate needs into meaningful goals for your locale; consider the realities of your context, and idiosyncratic variables that may exist; follow the rules of writing good performance objectives; examine both goal statements and performance objectives for commonalities and logical relationships; develop a coordinated flow among various grade levels and various program focuses.

B. Structuring Activities

   1. Specifying Immediate Program Participants and Objectives

      These should flow logically from the broader definitions in the Planning Phase; consider local factors to tailor the program usefully to the immediate situation; include representatives from various roles in this process to assure broad-scale satisfaction; write good objectives--they are crucial.

2. Investigating Possible Procedures

   Make the survey broad; consider what has worked well in the past; do enough research to be sure you have explored all the major possibilities that could be useful for your program.

3. Selecting Appropriate Procedures

   Select procedures that allow students to perform in a way specified in the objective (conditions, act itself, mental set); rank procedures according to how likely it is each will promote student achievement of a given objective.

4. Selecting and Structuring Feasible Procedures

   Consider a range of practical variables--cost, availability, time, personnel, local conditions, outside resources; work out a balance between the ideal and possible, neither setting your sights too high nor settling for too little.

5. Choosing Alternative Modes

   Consider the advantages of individualization; consider different modes for different situations; be alert for new developments in the field which can offer improved methods.

C. Implementing Activities

1. Stating Process Objectives

They should flow from performance objectives, and relate closely to them; think of them as means to the objectives, the ends; the more complete, the fuller defined will be your program; be concrete, using dates and places; secure help from appropriate sources in the task of writing these.

2. Selecting and Developing Program Staff

Involve egos of those to participate in the program; thoroughly consider all the desirable characteristics and competencies; involve staff in planning of training programs; consider use of paraprofessionals.

3. Conducting Field Tests

Identify criteria for target students and school; select valid, reliable, practical evaluation instruments; consider costs; choose field test administrators carefully; work out schedules carefully; establish easy lines of communication with those involved.

4. Implementing Programs

All of those for conducting field tests.

8. Module Objective - 7. Key Pages: 33-71

A. Planning: Context Evaluation

Context evaluation assumes the effectiveness, efficiency, and desirability of the planning activities. It aids in making basic decisions about a program's definition and direction, and how well these have been provided for through planning activities.

B. Structuring: Input Evaluation

Input evaluation monitors and assesses the effectiveness, efficiency, and desirability of the structuring activities. It includes assessing the criteria used in the development of student materials, gauging whether materials adequately address goals and objectives, and examining the cost and effectiveness of materials development. It thus aids in making decisions about the best procedures and materials, in addition to choice of target groups and quality of objectives.

C. Implementing - Process Evaluation

Process evaluation gauges the extent to which programs have achieved their process objectives. That is, it measures whether programs have done what they set out to do. Additionally, it monitors the implementation itself, as it goes forward. Thus it supplies information required for decisions which have to be made during the implementation phase, as well as data to assess whether this phase meets its objectives.

9. Module Objective - 8. Key Pages: 74-77

Product evaluation includes two key variables: 1) student achievement on the variables for which objectives have been written; and 2) the problem-solving process students used in reaching their goals and objectives. Taken together, these two provide a measure of the success the program has had in achieving its goals. Both expected and unexpected effects should be measured. With data on the products the program produces, one can make intelligent decisions about continuance and modification of these programs.

10. Module Objective - 9. Key Pages: 77-80

Cost-effective studies determine how much programs cost, and these costs can then be measured against program effectiveness (product evaluation) to determine whether they are producing desired outcomes at desired levels of expense. Cost-efficiency studies measure the relative cost-effectiveness of different programs or individual strategies within programs. Cost-benefit studies look at costs and outcomes in terms of larger individual, system, and societal needs and objectives, stressing abstract values, trends, and projections not always closely tied to empirical data. All of these can help in making basic decisions about current programs and strategies, and in planning future guidance, counseling, and placement programs and modifying field-tested programs.

11. Module Objective - 10. Key Pages: 83-85

Planning

1) Define philosophy, purposes, and target group; 2) Assess current context and programs; 3) Assess desired outcomes; 4) Identify youth needs, write goal statements and student outcomes, and communicate and evaluate the planning decisions and activities.

Structuring

1) Specify immediate program participants and objectives;
2) Investigate, select, and structure program procedures;
3) Communicate and evaluate program structuring decisions and activities.

Implementing

1) State procedural objectives and implementation strategies; 2) Select program staff and initiate staff development activities (a wide array of counselor competencies pertain here--see pages 74-76); 3) Prepare field test sites; 4) Communicate; conduct, report, and apply the results of process evaluations.

Making Decisions

1) Design, conduct, and report product evaluations; 2) Determine costs, relate costs to effects, and summarize and display cost-effectiveness ratios; 3) Design, conduct, and report studies that identify the most cost-efficient procedures and programs; 4) Design, conduct and report cost-benefit studies; 5) Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and their rationale.

12. Module Objective - 11.

Obviously no "correct" answer exists for this. Responses necessarily are based on your own situation and perceptions. You should have produced with question 11 a clear definition of what competencies you and your staff have, those you need to develop, and what packages it would be most useful for you to move to next.

REFERENCES

The following three resources describe the model outlined in this module as it has evolved over the past few years:

Jones, G. Brian, et. al. Development and Evaluation of a Comprehensive Career Guidance System. American Institutes for Research. U.S.O.E. Final Report, 1971.

Jones, G. Brian, et. al. Planning, Developing, and Field Testing Career Guidance Programs: A Manual and Report. American Institutes for Research. U.S.O.E. Final Report, 1972.

Jones, G. Brian, et. al. Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. American Institutes for Research. U.S.O.E. Final Report, 1973.

Following are some articles which provide more information in areas relevant to the module's purpose and structure:

Campbell, Robert E. Applications of the Systems Approach to Career Guidance Programs. Focus on Guidance, Vol. 4, #8. Denver, Colorado: Love Publishing Co., April, 1972.

Hosford, R. E., and A. T. Ryan. Systems Design in the Development of Counseling and Guidance Programs. Personnel and Guidance Journal, 49, 1970, 221-230.

Stanford, B. How Innovators Fail: Teaching Human Development. Media and Methods, October 1971, 26-30.

Thoresen, C. E. The Systems Approach and Counselor Education: Basic Features and Implications. Counselor Education and Supervision, 9, 1969, 3-17.

APPENDIX A

TRAINING MODULE DESCRIPTIONS

DEVELOPING GUIDANCE, COUNSELING
AND PLACEMENT PROGRAMS

ORIENTATION

TITLE III TRAINING MODULE DESCRIPTIONS

1. Orientation

   Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15 - 20 hours to complete.

2. Assessing Desired Outcomes

   Presents various methods of planning and conducting a needs assessment as well as ways of summarizing, analyzing, and reporting the data. Requires 15 - 20 hours to complete.

3. Computer Assisted Reporting

   Provides a general knowledge of the process necessary to develop an effective computer information system and enables the participant to select the best approach for gathering and analyzing data from all available options for a district's particular needs. Requires 10 - 12 hours to complete.

4. Current Guidance Program Assessment

   Provides an understanding of why a current guidance program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained. Requires 10 - 12 hours to complete.

5. Determining Program Goals and Objectives

   Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10 - 12 hours to complete.

6. Alternative Strategies

   Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12 - 15 hours to complete.

7. Groups and Group Leadership Skills

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12 - 15 hours to complete.

8. Planning Paraprofessional Programs

Provides the structure for the participant to plan, implement, and evaluate a paraprofessional school guidance program in his/her own setting. Also presents the history, development, and major issues involved in the utilization of paraprofessionals. Requires 12.- 15 hours to complete.

APPENDIX B

Tape-Slide Introduction

ORIENTATION

VISUAL	AUDIO
1. TITLE SLIDE	1. MUSIC - medium to uptempo, the music is interrupted for each of the following student statements.
2. HEAD AND SHOULDERS SHOT OF JR. HIGH SCHOOL BOY IN COUNSELOR'S OFFICE	2. "You have to change my schedule... see, I have P.E. first period and I need to take (fades out, music up, then back down).
3. SHOT OF CONFUSED LOOKING BOY (YOUNGISH, ELEMENTARY)	3. "Well, then I decided to be a doctor, but have you seen the new Perry Mason show? Well, I think maybe being a lawyer might be (fades out, music up and back down).
4. SHOT OF DEPRESSED LOOKING GIRL (H.S. AGE)	4. (Quietly) "I think he's on heroin. I love him. But I can't turn him in and I don't know... (fades out, music up and out).
5. LONG SHOT OF COUNSELOR ALONE IN HIS OFFICE, SHIRTSLEEVES ROLLED UP, LOOKING HARRIED	5. NARRATOR: Maybe it shouldn't be surprising that as the world becomes more complex, and as children grow up faster, the work of counseling personnel also becomes more difficult.
6. OLD FASHIONED PICTURE OF GRADUATING CLASS (MAYBE CIRCA 1950)	6. Counselors are well-trained. Sometimes their formal training took place some years ago, but counselors have the benefit of the greatest learning laboratory: the real world. They stay attuned to the needs of young people by helping them solve hundreds - even thousands - of problems every year.

7.	PARAPROFESSIONAL IN THE CLASSROOM	7.	In recent years, parents, student aides, peer counselors and others have been recruited to help young people. Whether or not they have extensive formal training, these people often have a high degree of understanding of the backgrounds, problems, and aspirations of the young people with whom they work.
8.	TEACHER TEACHING	8.	Teachers also have found that the distinctions between counseling tasks and teaching tasks are often blurred. The rapport they have with students sometimes enables them to help with the personal problems that arise, and their expertise in various subject areas lets them integrate counseling-related material into their classes.
9.	QUARTERED SHOT. LEFT HALF--SLIDE 5; RIGHT TOP--SLIDE 7; RIGHT BOTTOM--SLIDE 8.	9.	In short, a lot of different people qualify to be called "counseling personnel," and they all bring their skills to the tasks of helping young people plan their future and resolve their conflicts. But sometimes these counseling personnel find that they don't know how to bring about certain desirable student outcomes.
10.	ADMINISTRATOR SITTING AT DESK, LOOKING THROUGH REPORTS	10.	Often the heaviest burden falls upon the administrator who has the responsibility of planning and overseeing the implementation of a comprehensive guidance program. He will soon find that counseling personnel bring to him a wide variety of problems.
11.	TEACHER OR COUNSELOR, TALKING TO CAMERA	11.	"We have a real problem with kids who freeze up when they take tests."
12.	DIFFERENT COUNSELOR OR TEACHER, ALSO HEAD-ON SHOT	12.	"The question that we're having trouble with is how can you really evaluate effective changes? I think we're getting results, but how can we be sure?"

13.	THIRD COUNSELOR OR TEACHER	13.	"We're having a heck of a time getting kids to indicate the kinds of non-crises help they want. We always see them when the dam has burst, but how can we get them to tell us about their other types of needs?"
14.	LONG SHOT OF A SCHOOL, WITH STUDENTS AND SOME TEACHERS IN EVIDENCE	14.	To meet these needs and the many others that occur in modern school, the planner must not only be able to diagnose problems, he must also be able to prescribe methods that prevent or solve problems, and he must be able to help counseling personnel be more effective.
15.	DRAWING OF STAFF DEVELOPMENT PACKAGE	15.	It is to meet this need for specific and up-to-date planning and implementation skills that Mesa Public Schools is putting together a different approach than you have ever encountered. They are competency-based.
16.	WORDS: COMPETENCY-BASED (CARTOON FIGURE LEANING AGAINST THE WORDS)	16.	What does that really mean? It means that each package helps you to develop a specific skill. Each skill is related to planning, structuring, implementing, or evaluating a counseling, guidance or placement program. The word program here can refer to a simple effort for one small school, or to a massive, district-wide endeavor.
17.	SAME PERSON AS IN SLIDE 10	17.	All right, how does that relate to what one of our counselors brought up--finding out about the non-crisis kinds of help that kids need and want the most?
18.	ILLUSTRATION OF YOUNGSTER DOING CARD-SORT	18.	One of the first Staff Development Packages prepared deals with just that. It shows procedures which may be employed to get students to indicate the kinds of outcomes they desire for themselves. It also describes means by which parents, employers, and others can specify the youth outcomes they think are important. As is described in the package, this data can be analyzed by computer to show what are the highest priority needs

			and wants of groups of students. In the package, the data gathering and analysis are explained step-by-step, and are put into the context of the overall planning process.
19.	SAME PERSON AS IN SLIDE 10	19.	I'm still not totally clear on how these packages are different from other kinds of inservice training.
20.	CARTOON: FIGURE WITH UNDERSTANDING DAWNING ON HIS FACE, LIGHT BULB BEING SWITCHED ON ABOVE HIS HEAD	20.	They're different in two ways. One, they go beyond the cognitive realm and actually teach you skills that you can immediately apply to your own setting. Two, each skill is tied to student outcomes. In other words, you will always be learning skills which can be applied in a way that directly or indirectly will help students.
21.	SAME PERSON AS IN SLIDE 10	21.	The approach sounds good, but I have a tough time getting away for in-service classes with all the meetings I have. I never know whether I can attend a regular class.
22.	ILLUSTRATION: ADMINISTRATOR OPENING PACKAGE	22.	NARRATOR: You don't have to. You work through each package at your own convenience and at your own pace. Let's take a quick look at what each Staff Development Package contains.
23.	ILLUSTRATION: ADMINISTRATOR WATCHING SLIDES	23.	Each package begins with an audio-visual presentation that orients you to what's in the package.
24.	WORDS: GOAL AND OBJECTIVES	24.	Then the package spells out for you exactly what you should be able to do as a result of having worked through the materials and activities. They describe the competencies you will have acquired.
25.	ILLUSTRATION: ADMINISTRATOR READING BOOKLET (PENCIL AND PAPER ARE IN FRONT OF HIM)	25.	The core of the package is an instructional booklet that describes in detail the steps you go through in order to achieve each objective. From time-to time, you will find "Progress Checks" that let you see whether you have fully understood the material presented.

26.	ILLUSTRATION: GROUP OF ADMINISTRATORS DOING A ROLE-PLAY	26.	The package also suggests possible group activities. Although you can work by yourself and at your own pace, if there are others in your school or district who are working on the same packages, you can benefit from sharing your reactions and ideas, and by going through the role-playing and other activities suggested.
27.	ILLUSTRATION: ADMINISTRATOR LISTENING TO A CASSETTE TAPE, AND LOOKING AT A BOOK	27.	Since it is often helpful to benefit by the successful experience of others, each package contains sample materials. Depending upon the topic of the package, the sample materials include instruments or student tests, learning materials developed by schools or projects, and audio tapes of interviews with experts or others who have had experience with the concepts being discussed.
28.	CLOSE UP ILLUSTRATION: HAND HOLDING PENCIL, ANSWERING QUESTION IN BOOKLET	28.	The next step takes you from looking at samples to trying out the materials or procedures under discussion. This is done through a simulation which describes a hypothetical but realistic situation and calls on you to make several decisions.
29.	ADMINISTRATOR CONFERRING WITH TEACHER. FORMER HAS APPLICATION GUIDE IN HAND	29.	Of course, the whole point of working through such a program is to develop competencies which you will use in the real world. Thus each package also provides an Application Guide that helps you to apply to your own situation the concepts you have learned.
30.	ILLUSTRATION: ADMINISTRATOR LOOKING SOMETHING UP IN LIBRARY	30.	And if you find that you want further details about anything covered in the package, you are supplied with a list of further reading. In all, you will spend from 15 to 20 hours of time developing your new skill. You will presumably want to then spend additional time in applying it to the demands of your own school or district.

31. WORD: PLANNING	31. The competencies, and hence the packages, will be organized into four major categories. The first concerns "Planning Guidance, Counseling or Placement Programs." There are several competencies related to effective planning.
32. CHART: ·WHO WILL WE SERVE? ·WHAT ARE WE DOING NOW? ·WHAT DO CLIENTS NEED AND WANT? ·WHAT ARE OUR GOALS AND OBJECTIVES?	32. One is deciding upon and describing the purposes and target groups of the counseling effort. The next is assessing current programs and services, that is, specifying what you are now providing. You can also learn to conduct a comprehensive needs and wants assessment on your target group. Comparing what your clients now get with what they want allows you to describe the goals and objectives of services or programs you need to add or modify.
33. WORD: STRUCTURING	33. The second phase is structuring the program or services you wish to eventually implement. Again, there are a number of related competencies.
34. CHART: ·WHO WILL WE START WITH? ·WHAT WILL WE USE? ·HOW WILL WE USE IT? ·HOW ARE WE DOING?	34. The first is knowing how to specify immediate participants and objectives for the programs being started. The bulk of the structuring effort, however, is concerned with how to find, adapt, or design student materials and procedures which will help students to achieve the student performance objectives. Those undertaking this effort have to know how to efficiently determine what is available and appropriate for use in your setting, and also how to individualize programs when this is important. In this phase, as in all the others, being able to evaluate the on-going processes and their results is very important.

35. IMPLEMENTING	35. This leads naturally into implementation which is usually the most visible phase, but which is likely to be a success only if the planning and structuring activities have been accomplished.
36. CHART: · WHAT STEPS DO WE FOLLOW? · IS THE STAFF READY? · HAVE WE TRIED IT OUT? · IS IT REACHING THE CLIENTS?	36. A competency related to implementation is the ability to lay out process objectives that detail what each staff member has to do, and when. Sometimes this requires that new staff be added or that current staff engage in training. Conducting a field test that yields valid data is another valuable competency, as is the ability to evaluate how well program planners and implementers are attaining their process objectives.
37. OUTCOMES AND DECISION-MAKING	37. The final phase is using program outcomes for decision-making. Here you figure out what a program or strategy has achieved for the students and what decisions you, as an administrator and continuing planner, should make based on that information.
38. CHART: · DID IT WORK? · WHAT ELSE HAPPENED? · WAS IT COST-EFFECTIVE? · COST-EFFICIENT? · COST-BENEFICIAL? · WHAT NEXT?	38. At this point it is useful to be able to perform product evaluation, which determines whether a program or service has achieved what it set out to do. A program may also have important unexpected side effects which should be measured. Of special interest to the tax payer, school board, and others will be the determination of the costs and benefits of any new service. All of this information allows the decision maker to consider whether programs are to be continued or discontinued, and maintained as or revised.

39.	CHART: PLANNING STRUCTURING IMPLEMENTING MAKING DECISIONS	39.	As you can see, even from this brief summary, a great number of competencies are involved. You will already have many of these skills. Thus, in using the Staff Development Packages you will probably want to pick and choose only those which teach skills you would like to acquire or sharpen.
40.	SAME PERSON AS IN SLIDE 10	40.	It sounds worthwhile, but how many packages are available, and what do they cover? Are any of them ready right now?
41.	WORDS: 1) ORIENTATION 2) ASSESSING DESIRED STUDENT OUTCOMES	41.	Mesa Public Schools had the first five packages ready by January of 1975 and plans to develop more. On the screen you see the names of the packages which are ready for you to work on.
42.	ILLUSTRATION: ADMINISTRATOR SHAKING HANDS WITH TEACHER	42.	Whether you are in the position of designing a completely new guidance, counseling, or placement program or in the position of wanting to change or add to an already existing set of services, these packages can serve as your tools. They are designed to make your own job easier and more effective, and to make you a more valuable resource to the counseling personnel who look to you for leadership. The rest of this Orientation Module will tell you more about Mesa Public Schools' comprehensive approach to staff development and how it can serve your needs.
43.	ILLUSTRATION: ADMINISTRATOR HAPPILY WORKING ON A PACKAGE: WORDS: PLEASE PROCEED TO THE OTHER MATERIALS!	43.	Sound: Music up for 4 seconds.

	for use in your setting, and also how to individualize programs when this is important. In this phase, as in all the others, being able to evaluate the on-going processes and their results is very important.
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36. CHART:	